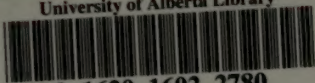


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PROGRAM *of* STUDIES

Senior High Schools



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Notice

BASIC LEARNING RESOURCES

Alberta Education authorizes a variety of resources to support the programs of study.

The basic learning resources sections, originally listed in all the courses or programs of study, are to be removed through these 1996 amendments.

From 1996 onward, complete listings of all resources are to be found in the Learning Resources Distributing Centre (LRDC) *Buyers Guide*.

To access the *Buyers Guide* electronically:

- use the LRDC, 24-hour, on-line, computer dial-in service at <http://ednet.edc.gov.ab.ca/lrdc>; or through the Alberta Education home page.

To access the Authorized Resources Data Base:

- use the Alberta Education home page on the Internet at <http://ednet.edc.gov.ab.ca> under Students & Learning, Learning and Teaching Resources.

Notice

BASIC LEARNING RESOURCES

Alberta Education maintains a variety of resources to support the programs of study.

The basic learning resources section originally listed all the courses or programs of study and is being replaced by these 1995 equivalents.

Exhibits

From 1995 forward, complete copies of all exhibits are to be found in the Learning Resources Handbook (LRC) Exhibits Guide.

To access the Exhibits Guide electronically:

- * use the LRC, 24-hour, on-line computer link to access the information at <http://www.ed.gov.ab.ca> or through the Alberta Education home page.

To access the Alberta Education Data Base:

- * use the Alberta Education home page on the internet at <http://www.ed.gov.ab.ca> - under Services & Learning Resources and Learning Resources.

PROGRAM *of* STUDIES

Senior High Schools

This Program of Studies is issued under the authority of the Minister of Learning pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 with amendments in force as of January 1, 2002.

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This document reflects changes in the program of studies for senior high schools up to June 2002.

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PROGRAM OF STUDIES: SENIOR HIGH SCHOOLS

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All programs of study are available for viewing and downloading at <http://www.learning.gov.ab.ca> under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
ABORIGINAL STUDIES 10–20–30	2002	2002	2002
CAREER INTERNSHIP 10	2002	2002	2002
CAREER AND LIFE MANAGEMENT	2002	2002	2002
CAREER AND TECHNOLOGY STUDIES			
Career and Technology Studies	1997 ¹		
Career and Technology Studies [applies to all 22 strands]	1999		
Agriculture	1999	1997	
Career Transitions	2000	2000	
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Design Studies	1999	pp. 11, 12, 17–19, 21, 22, 25, 26, 29–44 2002	
Electro-Technologies	1999	1997	
Energy and Mines	1999	2000	
Enterprise and Innovation	1999	1997	
Fabrication Studies	1999	1997	
Fashion Studies	1999	2000	
Financial Management	1999	1997	
Foods	1999	1999	
Forestry	1999	1999	
Information Processing	1999	1999	
	pp. 9, 11, 12 2002	pp. 17, 19, 20, 28–43 2002	
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		1997	
Wildlife	1999	p. 18 2002	
		1997	

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

¹ Program information only.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations
All programs of study are available for viewing and downloading at < http://www.learning.gov.ab.ca > under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
FINE ARTS	1986	1986	
Art [general]			1986
Art 10-20-30	1986	1986	1986
Art 11-21-31	1989	1989	1989
Drama 10-20-30	1991	1991	1991
Choral Music 10-20-30	1994	1994	1994
General Music 10-20-30	1991	1991	1991
Instrumental Music 10-20-30			
GREEN CERTIFICATE PROGRAM			
Green Certificate Program (applies to each specialization)	2000	2000	
Cow-Calf Beef Production Technician	2000	2000	
Dairy Production Technician	2000	2000	
Feedlot Beef Production Technician	2000	2000	
Field Crop Production Technician	2000	2000	
Irrigated Field Crop Production Technician	2000	2000	
Sheep Production Technician	2000	2000	
Swine Production Technician	2000		
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
INTEGRATED OCCUPATIONAL PROGRAM			
English 16-26-36	1992	1992	1992
Occupational Component 16-26-36	1992	1992	1992
Social Studies 16-26	1992	1992	1992
Mathematics 16-26	The interim 1992 programs of study are available on the Alberta Learning Web site or for purchase from the Learning Resources Centre.		
Science 16-26			
LANGUAGE ARTS			
English Language Arts Program ¹	2001 ¹		
English Language Arts	1981	1981	
English 10-20-30			1981
English 13-23-33			1981
Communications 21a-21b			1978
Literature 21a-21b			1978
Reading 10	1987	1987	1987
English as a Second Language	1997	1997	1997
Français 10-20-30	2000 ¹		
French Language Arts 10-20-30	2000 ¹		
Ukrainian Language Arts	1990	1990	1990
MATHEMATICS			
Applied Mathematics 10-20-30	2002	2002	2002
Pure Mathematics 10-20-30	2002	2002	2002
Mathematics 31	1995	1995	
Mathematics 14-24	1990	1990	1990
Mathematics Preparation 10	2002	2002	2002

¹ Program information only.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations
All programs of study are available for viewing and downloading at http://www.learning.gov.ab.ca under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
NATIVE LANGUAGES			
Blackfoot Language and Culture 10–20–30	1993	1993	1993
Cree Language and Culture 10–20–30	1993	1993	1993
OTHER COURSES			
Special Projects 10–20–30	1995 ¹		
Work Experience 15–25–35	1995 ¹		
PHYSICAL EDUCATION K–12	2000	2000	2000 pp. 21, 29 2001
SCIENCE			
Science (Vision Statement)	1994		
Science 10	1992	1992	1992
	The Interim 1995 Science 10 Program of Studies is available on the Alberta Learning Web site.		
Biology 20–30	1998	1998	1998
Chemistry 20–30	1998	1998	1998
Physics 20–30	1998	1998	1998
Science 20–30	The Interim 1995 Science 20–30 Program of Studies is available on the Alberta Learning Web site.		
Science 14–24	1994	1989	1989 pp. 7–8, 1994
	The 2002 Science 14 Program of Studies is available on the Alberta Learning Web site.		
SECOND LANGUAGES			
Italian Language and Culture 10–20–30	The interim 1997 programs of study are available on the Alberta Learning Web site.		
Spanish Language and Culture 10–20–30			
French as a Second Language	1992	1992 pp. 7–8, 1994	1992 pp. 12–14, 1994 p. 17, 1994 p. 18, 1996
German	1984	1984	1984
Japanese Language and Culture 10–20–30	1995	1995	
Latin	1986	1986	1986
Ukrainian	1983	1983	1983
SOCIAL SCIENCES [general]	1985	1985	
Anthropology			
Cultural and Physical Anthropology 30		1985	1985
Economics		1985	
Economics for Consumers 20			1985
Microeconomics 30			1985
Macroeconomics 30			1985
Geography		1985	1985
Local and Canadian Geography 20			1985
World Geography 30			1985

Course	A.	B.	C.
All programs of study are available for viewing and downloading at http://www.learning.gov.ab.ca under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.	Program Rationale and Philosophy	General Learner Expectations	Curriculum Standards/ Specific Learner Expectations
History			
Western Canadian History 20		1985	1985
Canadian History 20		1985	1985
Western World History 30		1985	1985
Philosophy			
Origins of Western Philosophy 20		1985	1985
Contemporary Western Philosophy 20		1985	1985
Philosophies of Man 30		1985	1985
Political Science			
Political Thinking 20		1985	1985
Comparative Government 20		1985	1985
International Politics 30		1985	1985
Psychology		1985	
Personal Psychology 20			1985
General Psychology 20			1985
Experimental Psychology 30			1985
Religious Studies		1985	
Religious Ethics 20			1985
Religious Meanings 20			1985
World Religions 30			1985
Sociology		1985	
General Sociology 20			1985
Sociological Institutions 20			1985
Applied Sociology 30			1985
SOCIAL STUDIES			
Social Studies 10-20-30	2000	2000	2000
Social Studies 13-23-33	2000	2000	2000

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Learning Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Learning authorizes a variety of resources to support the programs of study. Complete listings of all resources are to be found in the *Learning Resources Centre Resources Catalogue*, or electronically through the:

- LRC Web site at <<http://www.lrc.learning.gov.ab.ca>>.

Resource listings can also be accessed through the:

- Authorized Resources Database at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12, Curriculum, Curriculum Resources.

Alberta Learning Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12.

PROGRAM FOUNDATIONS

Alberta's Learning System¹

Vision

Optimizing human potential.

Mission

Alberta Learning's leadership and work with stakeholders build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

Principles

Learner centered

- by focusing the business of the lifelong learning system on the learner.

Accessible

- by providing Albertans with access to quality learning opportunities.

Collaborative

- by working with partners and stakeholders to develop seamless lifelong learning.

Accountable

- by ensuring system and fiscal accountability.

Responsive

- by creating a flexible learning system that meets and anticipates learner need.

Innovative

- by implementing the latest global learning and technology solutions.

Equitable

- by providing equitable access to lifelong learning opportunities.

By:

Values

- Respect
- Integrity
- Trust
- Openness
- Caring

Core Businesses

1. Basic Learning
2. Adult Learning
3. Apprenticeship and Industry Training

Core Delivery Divisions

Alberta Learning's three core delivery divisions provide learning services and standards for the learning system. These divisions work closely to ensure program continuity and smooth transitions for learners.

Basic Learning Division

Supports school authorities and learners up to Grade 12 by developing and setting standards, evaluating curriculum, certifying teachers and supporting students with diverse needs.

Ministry Goals

1. High Quality Learning Opportunities
 - Responsive and Flexible, Accessible, and Affordable
2. Excellence in Learner Achievement
3. Well Prepared Learners for Lifelong Learning, World of Work, and Citizenship
4. Effective Working Relationships
5. Highly Responsive and Responsible Ministry.

¹ Excerpted from the *Alberta Learning 2002–2005 Business Plan*, March 4, 2002. The plan is available from the Communications Branch or through the Alberta Learning Web site at <www.learning.gov.ab.ca>.

Basic Education in Alberta—the Definition¹

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals

- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

¹ Excerpted from the *Policy, Regulations and Forms Manual*. This manual is available through the Alberta Learning Web site at <www.learning.gov.ab.ca>.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

LEARNING RESOURCES

Policy

Alberta Learning selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 60(2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 61(1) of the *School Act*.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for

meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning (for example, by publishers) that have been reviewed by Alberta Learning, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Learning are authorized by definition.

Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780-427-5775, Fax 780-422-9750, Internet <<http://www.lrc.learning.gov.ab.ca>>.

Resources are listed in the *Learning Resources Centre Resources Catalogue* and at the LRC Web site. Resources are also listed in the Authorized Resources Database at the Alberta Learning Web site. See page 1.





ABORIGINAL STUDIES 10–20–30

PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

The focal point of Aboriginal Studies 10–20–30 is the wealth and diverse nature of Aboriginal languages and cultures. The program of studies explores concepts within the students' own unique context. It is intended to provide a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada and the world. The term "Aboriginal" refers to First Nations, Métis and Inuit.

The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12, June 2000, developed within the Western Canadian Protocol, has provided guidance in the development of Aboriginal Studies 10–20–30. Aboriginal Studies 10–20–30 reflects a perspective that encompasses and integrates the past, present and future of Aboriginal peoples. This program will provide all students with the opportunity to develop, explore and apply their own personal reflections on Aboriginal perspectives. Students will examine how Aboriginal peoples are striving toward maintaining and promoting cultures and identities that reflect values based on respect for the laws of nature and a continual pursuit of balance among individuals, the family unit, the larger community and global community.

The resiliency of Aboriginal peoples' cultural heritages and languages has promoted a survival

of their nations. In spite of many challenges, the majority of Aboriginal peoples in Canada have maintained traditional beliefs and value structures within their cultural framework.

It is important that Aboriginal students experience and feel a sense of pride of their own cultural heritage. This will enhance students' self-esteem and increase the relevance of education.

For all students, the program can serve to increase an awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of Aboriginal peoples as part of our society. It can also serve to enlighten and contribute to discussion and analysis of Aboriginal issues.

Aboriginal Studies 10–20–30 is based on Aboriginal worldviews and experiences, and incorporates the following concepts:

- there is a need to respect, honour and celebrate Aboriginal cultures in Alberta, Canada and the world
- Aboriginal values and beliefs are resilient and relevant to global issues
- Aboriginal nations have strong, diverse and evolving cultures that have adapted to a changing world
- language/communication in all its forms is one of the essential means by which culture is learned.

PHILOSOPHY

The anticipated results for the Aboriginal Studies 10–20–30 program are outlined below:

- encourages students to learn to identify key questions, organize and select relevant content, develop points of view and present their findings and conclusions
- emphasizes clear and effective communication
- fosters a sense of self-worth and pride by encouraging Aboriginal students to appreciate their cultural heritage and social, political and economic contributions to society
- illustrates that traditional Aboriginal communities are as diverse as the current Canadian cultural mosaic
- enables all students to demonstrate an understanding that societies are made up of individuals, but each individual has a responsibility to the well-being of the society
- illustrates the importance of the spiritual nature of Aboriginal peoples and their relationship with all things in the universe
- explores a largely oral and visual culture allowing students to gain appreciation of many communication and art forms
- helps all students to develop respect for the environment and commitment to use resources wisely
- helps all students to appreciate values related to their personal, ethical and spiritual beliefs
- helps all students to acquire the necessary skills and attitudes that will lead to a successful place in the world.

ABORIGINAL STUDIES 10

Aboriginal Studies 10 is a provincial course suitable for all students in Alberta schools.

The course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada, and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences.

The four themes in Aboriginal Studies 10 are:

- Origin and Settlement Patterns
- Aboriginal Worldviews
- Political and Economic Organization
- Aboriginal Symbolism and Expression.

ABORIGINAL STUDIES 20

Aboriginal Studies 20 is a provincial course suitable for all students in Alberta schools.

The course focuses on indigenous people from a Canadian and Alberta perspective. It includes the study of policies, legislation, conflict and cultural change.

The four themes in Aboriginal Studies 20 are:

- The Métis: Conflict and Cultural Change
- Treaties and Cultural Change
- Legislation, Policies and Cultural Change
- Schooling and Cultural Change.

ABORIGINAL STUDIES 30

Aboriginal Studies 30 is a provincial course suitable for all students in Alberta schools.

Students will gain a greater understanding of the current issues facing Aboriginal peoples worldwide. Aboriginal Studies 30 enables students to demonstrate an understanding of the issues of Aboriginal rights and self-government, Aboriginal land claims, Aboriginal peoples in Canadian society and Aboriginal world issues.

The four themes in Aboriginal Studies 30 are:

- Aboriginal Rights and Self-government
- Aboriginal Land Claims
- Aboriginal Peoples in Canadian Society
- Aboriginal World Issues.

COURSE ORGANIZATION

There are four themes identified in each course. Each theme has one general outcome and is supported by a list of related concepts. Specific outcomes further define the specific content of each theme. Many of the specific outcomes are supported by examples. The examples **do not form part of the required program** but are provided as an illustration of how the outcomes might be developed. Illustrative examples are written in *italics*.

PREREQUISITES

It is recommended that Aboriginal Studies 10–20–30 be studied in sequence; i.e., Aboriginal Studies 10 is a prerequisite to Aboriginal Studies 20, and Aboriginal Studies 20 is a prerequisite to Aboriginal Studies 30. Prerequisites may be waived by a principal if conditions outlined in the current *Guide to Education: ECS to Grade 12* are met.

GENERAL AND SPECIFIC OUTCOMES

ABORIGINAL STUDIES 10

THEME I: ORIGIN AND SETTLEMENT PATTERNS

GENERAL OUTCOME

Students will demonstrate an understanding of the diverse cultural characteristics, origins, and migration and settlement patterns of Aboriginal peoples.

Related Concepts: perspective, theory, origin, migration, oral tradition, legends, stories, linguistic groups, cultural groups, traditional territories, cultural diversity, cultural environment, circular seasonal time frames, Métis, Métis settlements, mutual support, mainstream society, colonial governance.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of different perspectives to the origin and settlement of Aboriginal peoples in North America:
 - appreciate that many Aboriginal peoples identify with creation stories that introduce place and identity in their culture
 - demonstrate an awareness that creation stories reflect spiritual connections to the land
 - identify cultural characteristics to geographical features occupied by the first people on land
 - examine oral cultural origins and settlement theory; *e.g., research and compare Aboriginal Creation to one or both of the following: Beringia theory, Polynesian theory*
2. demonstrate an understanding that there are distinctive narrations of legends and stories that are related to cultural characteristics of Aboriginal peoples:
 - appreciate the role of legends and stories of how Aboriginal peoples are interconnected to the land and nature
 - distinguish between legends and stories of many diverse linguistic and cultural groups in Alberta and North America
 - appreciate that Aboriginal peoples used sign language to communicate with each other and to communicate ideas and practices of land occupation in a particular territory
 - research creation stories by interviewing Aboriginal Elders and researching current literature
3. demonstrate an understanding that Aboriginal peoples developed distinct cultures in differing Canadian environments:
 - identify and locate the major linguistic and cultural groups in Alberta and Canada
 - interpret Canada as being culturally diverse before the arrival of the Europeans
 - appreciate that Aboriginal peoples shared many of the same characteristics and values; *e.g., respect for nature, harmony with the land*

THEME I: ORIGIN AND SETTLEMENT PATTERNS *(continued)*

SPECIFIC OUTCOMES

Students will:

4. recognize and demonstrate an understanding that Aboriginal peoples moved from place to place according to well-defined patterns:
 - compare and contrast the main geographical regions of Canada, and examine how development of different Aboriginal cultures was influenced by various factors
 - research and trace settlement and migration patterns from a historical perspective, and describe reasons for cultural migrations; *e.g., investigate and trace the reasons for: buffalo hunt, cultural migratory routes, landmarks and hunting routes, intertribal awareness, leaders, alliances/treaties*
 - research how the geographical regions influenced Aboriginal culture by examining the following:
 - behaviours/restrictions influenced by geographical factors
 - harmony with land, clans, families
 - spiritual forces in nature/interconnectedness
 - sharing of resources
 - plants and animals
 - interpret, historically, that circular seasonal time frames were a major influence for moving from place to place
5. demonstrate an understanding that mutual support connected various Aboriginal peoples:
 - appreciate that Aboriginal peoples' practice of mutual support was essential for survival
 - appreciate that the traditional concepts and practices of mutual support and conflict resolution have been adopted by mainstream society
6. demonstrate an understanding that, historically, Aboriginal peoples were sovereign nations and Europeans and Aboriginal nations coexisted in a state of mutual recognition of sovereign status with mutual economic benefits from trades:¹
 - research traditional Aboriginal governance and characteristics of organization; *e.g., clans, families, bands, leaders/chiefs, councils of leaders/chiefs, leader/chief of council*
 - analyze that economic prosperity came through trade and early European contact

1. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, Western Canadian Protocol for Collaboration in Basic Education, June 2000.

THEME I: ORIGIN AND SETTLEMENT PATTERNS *(continued)*

SPECIFIC OUTCOMES

Students will:

7. demonstrate an understanding that the Métis family unit gave rise to what is now known as the Métis people:
 - identify and explain how Aboriginal peoples shared resources with fur traders, explorers, missionaries and settlers
 - appreciate mutual support between Aboriginal peoples and colonial governance
 - research the fur trade as an essential, mutual support for Aboriginal peoples
 - investigate the origin of the Métis family, and describe similarities and differences between Métis and First Nations families
 - recognize that the Métis advanced by adapting along with European technology and forming a new cultural identity; *e.g., Métis sash, the fiddle, Red River jig, Métis flag, Red River cart, York boats*
 - research, identify and describe the development of Métis communities, including Métis settlements in Alberta
 - appreciate Métis culture and lifestyle.

THEME II: ABORIGINAL WORLDVIEWS

GENERAL OUTCOME

Students will demonstrate an understanding of aspects of Aboriginal spirituality and worldviews.

Related Concepts: values, spirituality, worldviews, harmony, unity, oral tradition, cycle of life, ceremonies, religions, animate, inanimate.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding that spirituality is fundamental to traditional Aboriginal worldviews:
 - examine how animate and inanimate objects are interrelated and respected in Aboriginal cultures
 - examine why living in harmony and unity is essential to traditional Aboriginal cultures
 - analyze the role of sharing and generosity in traditional Aboriginal cultures
 - research the following aspects of spirituality by; *e.g., interviewing a local Elder regarding: interrelationship of animate and inanimate, harmony, unity, sharing and generosity, protocols and accepted traditional practices*
 - appreciate and respect the value of Elders in helping people discover their inner gifts and strengths
 - appreciate and respect the diversity of traditional spiritual beliefs and practices of Aboriginal peoples
2. demonstrate an understanding that Aboriginal stories on creation of the world and Aboriginal peoples provide a strong spiritual foundation:
 - examine traditional Aboriginal stories on creation that have inspirational messages about young people recognizing their gifts, journeying to take on challenges and accomplishing feats to help others¹
 - examine the role of creation stories and legends in the lives of Aboriginal peoples in Canada
 - appreciate and respect the diversity of oral traditions of Aboriginal peoples that provides the foundation for Aboriginal worldviews and spirituality
3. demonstrate an understanding that cycle of life is fundamental to the Aboriginal way of life:
 - research the significance of the following symbols:
 - the Circle²
 - Medicine Wheel
 - appreciate and respect that Aboriginal peoples traditionally view life and its interrelated parts as a never-ending cycle

1. Íethkabi, *A Study of a First Nation: A Program of Studies, ECS to Grade 12*, April 2000.

2. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, Western Canadian Protocol for Collaboration in Basic Education, June 2000.

THEME II: ABORIGINAL WORLDVIEWS *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding that ceremonies have strong spiritual and social significance:
 - appreciate and respect that Aboriginal peoples have ceremonies to express their spiritual nature
 - describe the general role and significance of non-sacred aspects of ceremonies by Aboriginal peoples; *e.g., round dance, tea dance, powwows*
5. demonstrate an understanding that after European contact, many Aboriginal peoples incorporated Christianity into their lifestyles.

THEME III: POLITICAL AND ECONOMIC ORGANIZATION

GENERAL OUTCOME

Students will demonstrate an understanding of the political and economic organization of Aboriginal peoples.

Related Concepts: adaptation, interdependence, economy, economic partnership, entrepreneurship, community initiatives, alliances.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of the historical, political and economic organizations of the First Nations, Métis and Inuit people
2. demonstrate an understanding of how the interaction of two cultural groups has resulted in political and economic adaptation and/or interdependence:
 - research and report on the influences of Europeans and Aboriginal peoples on each other
 - compare economic and political structures of two groups; *e.g., hereditary chiefs, band and tribal customs and Indian Act chief, Chiefs' committee on economic development*
3. demonstrate an understanding of the contributions of Aboriginal peoples to the historical trade:
 - describe the roles of Aboriginal peoples in the Canadian fur trade—beaver, seal, buffalo
 - evaluate the effects on Aboriginal peoples as the fur trade declined
 - appreciate the contribution of Aboriginal peoples as fur traders and entrepreneurs of the West
 - appreciate and respect contributions of the Buffalo Jump
4. demonstrate an understanding that many Aboriginal peoples have successfully entered into the world of business to improve their quality of life while keeping in balance traditional practices:
 - analyze and evaluate how oil, gas and lumber entrepreneurships have changed the quality of life in Alberta Aboriginal communities
 - analyze how traditional values of sharing and generosity influence economic practices of Aboriginal leaders in managing resources to improve the quality of life for Aboriginal peoples; *e.g., economic development, self-government, maintaining a sustainable environment*
 - research and describe how Aboriginal peoples have successfully contributed in the provincial, national and international marketplace
5. demonstrate an understanding of the current issues being addressed by Aboriginal political and economic organizations:
 - describe and analyze Aboriginal political and economic issues, including:
 - poverty
 - economic instability
 - land cooperatives; *e.g., in 1800s, small groups of Iroquois and voyageurs were brought from the east to work in trading companies—they settled in the Jasper and Grande Cache areas, intermarried with the Cree, and set up land cooperatives*
 - appreciate how leaders are striving to strengthen Aboriginal peoples economically and politically

THEME III: POLITICAL AND ECONOMIC ORGANIZATION *(continued)*

SPECIFIC OUTCOMES

Students will:

6. demonstrate an understanding of why Aboriginal peoples of Canada have formed unique organizations and alliances to deal with the federal and/or provincial governments:
 - First Nations: Assembly of First Nations (AFN), Tribal Councils (6, 7, 8, Independent)
 - Métis: Métis Nation of Alberta (MNA)
 - describe Aboriginal peoples organizations as to their mandates in:
 - improving the quality of life
 - self-government
 - economic development
 - protection of treaties
 - appreciate the role of Aboriginal involvement in Alberta political and economic organizations.

THEME IV: ABORIGINAL SYMBOLISM AND EXPRESSION

GENERAL OUTCOME

Students will demonstrate an understanding of Aboriginal art forms, oral tradition and literature.

Related Concepts: cultural transmission, values, beliefs, symbolism, analogy, diversity, cultural expression, holistic, integration, interpersonal relationships.

SPECIFIC OUTCOMES

Students will:

1. appreciate how oral traditions influence ideas, perspectives and interpretations:
 - describe the central role and function of the oral tradition as a means of cultural transmission
 - explain how oral tradition, legends, humour and stories assist in the transmission of culture
 - respond to and appreciate the importance of the oral tradition in the education and socialization processes
2. interpret and recognize significant oral symbolism and expressions:
 - explore the lives, experiences and values of Aboriginal authors through their writings
 - examine the contributions made by Aboriginal authors
 - identify how Aboriginal writers use symbolism, allusions and inference to portray their messages to the reader
 - identify the different Aboriginal authors and how they use different methods in portraying their experiences. Select two Aboriginal authors; *e.g., Maria Campbell, Verna Kirkness, Gail Bear:*
 - *explore the life experiences of Aboriginal authors and determine how they influenced what they wrote about*
 - *identify and evaluate the methods each author uses to bring the message to the reader*
 - *relate to how the authors portrayed the human experience through their writings*
 - *discuss how the authors' beliefs and values influenced their writings*
 - *examine the purpose that each author had in mind*
3. develop an understanding of many Aboriginal art forms, oral tradition and literature:
 - identify and appreciate the diversity of cultural expression of Aboriginal peoples
 - describe the relationship of environment expressed in the art form, oral tradition and literature of each Aboriginal group
 - compare similarities and differences in expressions of environmental relationships
 - develop an understanding that Aboriginal art reflects the belief that art is holistic in nature and is integrated in all aspects of Aboriginal life
 - compare how Aboriginal oral tradition connects the expression of personal, spiritual, social and cultural aspects of that individual within the group
 - appreciate Aboriginal philosophy, spirituality and love of land and nature.

ABORIGINAL STUDIES 20

THEME I: THE MÉTIS: CONFLICT AND CULTURAL CHANGE

GENERAL OUTCOME

Students will demonstrate an understanding of the Métis roles in the settlement of Western Canada.

Related Concepts: government definition of Métis Nation, family structure, cultural mixing, conflict, power, authority, negotiation, common grounds, “scrip,” armed conflict, rights, institutions, resistance, rebellion.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of the emergence of the Métis and how they evolved into a new Aboriginal culture in Canada:
 - develop an understanding of the term “Métis” by discussing its past and present meanings
 - examine how the culture of the Métis people emerged from the roles they played in the fur trade
 - evaluate and appreciate Métis people’s contributions
 - respond to the sensitivity of interrelated, interconnected and interdependent relationships by discussing “cultural mixing”
2. appreciate that conflict can arise among cultures because of differing political, economic and social perceptions and practices:
 - discuss how first contact caused conflict and alliances between cultures
 - appreciate and respect the importance of negotiation in resolving conflict
 - appreciate the nature and use of power and authority
 - research and evaluate conflicts and cooperation between the Government of Canada and the emerging Métis Nation with respect to:
 - significance of the survey of the Red River settlement and the role of surveyors
 - characteristics of the lives of Métis and First Nations people
 - the impact of the disappearance of the buffalo and decline of the fur trade
 - the impact of “scrip” on Métis people
3. demonstrate an understanding of Métis history in Manitoba and Saskatchewan:
 - examine how a minority group with its own political and social institutions will sometimes oppose new cultural institutions that are seen to be forced upon them by the majority culture
 - define and contrast the differences between “rebellion” and “resistance”
 - discuss the intentions and impact of the Canadian government’s efforts to build a strong and unified nation
 - identify and evaluate the reasons for the conflict in Manitoba surrounding the *Manitoba Act of 1870*
 - discuss the role of First Nations people in the Riel Resistance
 - evaluate the after-effects of the Riel Resistance on the lives of Métis people relative to changes in lifestyles

THEME I: THE MÉTIS: CONFLICT AND CULTURAL CHANGE *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding of how Métis culture and lifestyles were affected as a result of the defeat of the Métis at Batoche:
 - analyze the hardships that Métis people faced with regard to adjusting to a changing and differing lifestyle
 - discuss the effects on Métis people following the Riel Resistance with regard to:
 - Métis life after conflict
 - migration of the Métis from the Red River settlement to other parts of Western Canada
 - “scrip”
 - establishment of Métis settlements in Alberta
 - organization of non land-based Métis
 - research the early history of one of the Métis political organizations in Alberta and their journey for self-determination, and report on the following:
 - purpose of the Ewing Commission and its findings
 - reasons for the establishment of Métis colonies in Alberta
 - founding of the Métis Association and the role of Métis leadership as demonstrated by Joseph Dion, Malcolm Norris, James Brady, Felix Callihoo, Peter Tomkins
 - role of Métis women
 - role of the Roman Catholic Church; *e.g., St. Paul de Métis*
 - analyze and evaluate the concerns of Métis people regarding self-government in the contemporary Canadian society.

THEME II: TREATIES AND CULTURAL CHANGE

GENERAL OUTCOME

Students will demonstrate an understanding of the effects of treaty relationships between First Nations people and the Government of Canada.

Related Concepts: sovereignty, treaties, reserves, rights, decision making, paternalism, protectionism, diversity, inherent rights, sovereign rights, self-government, self-determination, tradition, ceded lands, crown land.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding that First Nations people perceived treaties as recognized sovereign agreements:
 - analyze how Britain recognized First Nations sovereignty:
 - discuss unique relationships among community, land and leadership based on mutual support and consensus
 - discuss how First Nations community needs were met by examining their cultural values, laws and regulations, decision making, nation/community support, discipline and lawbreakers
 - describe similarities and differences among clans, bands and families in the areas of leadership, cooperative efforts, governance, consensus, consultation, administration, law, principles of sovereignty
 - research the intent of treaties:
 - describe how First Nations people developed coexisting relationships through contact resulting from trading, making treaties, making alliances, sharing territories
 - describe how First Nations established crown land to be protected and held in trust
 - compare and contrast the First Nations views of unique relationships to land based on laws of nature as opposed to economic pursuits, material wealth and technology
 - appreciate that the unique relationship between First Nations people and the land is rooted in traditional beliefs
2. demonstrate an understanding that First Nations people based treaty agreements on the principle of consensus based on traditional beliefs:
 - identify, locate and discuss treaties that were of peace and friendship
 - appreciate First Nations as seeking solutions that have spiritual, social and environmental integrity
3. demonstrate an understanding of how some treaties were a mechanism whereby the Canadian government received title to ceded lands and in return First Nations retained areas of reserved land with certain rights:
 - identify, locate and discuss land-based treaties
 - research and discuss treaties signed on the prairies:
 - reasons for treaties by First Nations and the Canadian government
 - reasons why First Nations accepted the treaties
 - areas of Treaty 6, 7 and 8 and the Nations involved
 - discuss the roles of people who were influential in treaty making; *e.g., Jerry Potts, Big Bear, William Robinson, Red Crow, Poundmaker, James McLeod, George McDougall, Crowfoot*
 - appreciate, respect and compare the viewpoints of First Nations people, Métis people and the federal government toward treaties

THEME II: TREATIES AND CULTURAL CHANGE *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding of the influences of missionary religious institutions on First Nations and Métis people
5. demonstrate an understanding that there were many policies, acts and treaties passed by the federal government that had an impact on First Nations people and their way of life:
 - research and evaluate the *Royal Proclamation* of 1763 and the *Indian Act* of 1876, as it relates to:
 - protectionism, control and assimilation
 - the *Indian Act* amendments concerning Indian ceremonies
6. demonstrate an understanding of why the First Nations people resisted government policies:
 - analyze *Bill C-31*, its history and implications
 - analyze the federal government policy and attitude toward disenfranchisement
 - analyze the proposed policies of the government; e.g., *White Paper*, 1969,¹ and identify other policies that affected First Nations people
 - analyze the *Red Paper*,² a counter proposal by Alberta Indian Chiefs
7. demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security:
 - compare the similarities and differences among the spiritual, political, economic, educational and social structures, and inherent rights of indigenous people in other parts of the world
8. demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights:
 - examine and evaluate the current state of inherent rights of indigenous people in other parts of the world
 - appreciate and respect that First Nations people throughout the world share a common view of the inherent right to govern themselves
9. demonstrate an understanding that there are differences of opinion among First Nations people and the federal and provincial governments regarding treaty rights:
 - appreciate and respect First Nations who seek cultural continuity for self-determination
 - appreciate and respect the differing viewpoints of negotiations and agreements between the federal government and First Nations people

1. *Statement of the Government of Canada on Indian Policy*, 1969, Queen's Printer.

2. Indian Chiefs of Alberta, *Citizens Plus* (Red Paper), Indian Association of Alberta, Edmonton, 1970.

THEME II: TREATIES AND CULTURAL CHANGE *(continued)*

SPECIFIC OUTCOMES

Students will:

10. demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and traditions:
 - discuss the following organizations and their position on inherent rights and self-government:
 - First Nations
 - Métis Nation
 - Métis Settlements General Council
 - federal government
 - provincial and territorial governments
 - identify and analyze the differences and reasons for the views on self-government by these groups:
 - First Nations
 - Métis Nation
 - Métis Settlements General Council
 - federal government
 - provincial and territorial governments.

THEME III: LEGISLATION, POLICIES AND CULTURAL CHANGE

GENERAL OUTCOME

Students will demonstrate an understanding of the effects of government policies, legislation and practices on Aboriginal cultures and peoples.

Related Concepts: legislation, imperialism, colonization, values, migration, displacement, reserves, exploitation, assimilation, isolation, alienation, stereotyping, racism, socio-economic position, self-reliance, self-sufficiency, economy.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of the nature and impact of the legislation and policies of the French and British governments on Aboriginal peoples:
 - identify the differences between French and British government policies affecting Aboriginal peoples, and evaluate the impact of those policies on Aboriginal peoples
 - evaluate and report on how legislation enacted by the British government demonstrated the perspective of that government by reviewing relevant excerpts from the following acts, and summarizing their purpose and effects on Aboriginal peoples:
 - *Royal Proclamation, 1763*
 - *Gradual Civilization Act, 1857*
 - *British North America Act, 1867*
 - *Indian Enfranchisement Act, 1867*
 - *Indian Act, 1876*
2. demonstrate an understanding of the impact of federal government legislation and policies on Aboriginal peoples:
 - analyze the process and effects of instituting the reserve system
 - evaluate the significance of the *Royal Proclamation, 1763*
3. demonstrate an understanding of the impact of change upon Aboriginal peoples:
 - research and report on the concept of Indian reserves:
 - reasons for establishing reserves
 - choice of locations in Alberta
 - groups involved, dates and timelines from the signing of the treaties to the present
 - impact on changes in lifestyle
 - concept of displacement
 - history of the reserve concept as it relates to imperialism and colonization; *e.g., New France, Upper Canada or British Columbia*
 - use of permits to restrict freedom of movement
 - relocation and the role of the North West Mounted Police (NWMP) and Royal Canadian Mounted Police (RCMP)

THEME III: LEGISLATION, POLICIES AND CULTURAL CHANGE *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding of how the socio-economic and political positions of Aboriginal peoples are affected by the policies implemented by the federal government:
 - identify and discuss the impact of federal government policies, legislation and practices on socio-economic needs of Aboriginal peoples
 - evaluate the impact of *Bill C-31*, 1985, on Aboriginal peoples
5. research, analyze and evaluate the impact of federal government policies, legislation and practices on the self-determination and quality of life of Aboriginal peoples; *e.g., any two of the following: health, education, justice, economics, socio-cultural.*

THEME IV: SCHOOLING AND CULTURAL CHANGE

GENERAL OUTCOME

Students will demonstrate an understanding of how federal government policies affected the socialization process of traditional Aboriginal education.

Related Concepts: formal education, cultural identity, socialization, cultural transmission, integration, cultural evolution, religion, band-operated schools.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding that education plays an important role in the socialization process of a society and in the retention and transmission of its cultural identity:
 - research and describe the holistic nature of traditional education
 - compare traditional education with the post-contact educational system
 - appreciate how members of a society maintain their cultural identity
2. demonstrate an understanding of the history of formal education for Aboriginal students:
 - prepare a timeline of significant events that traces the evolution of Aboriginal education beginning with the arrival of the missionaries to the present day in Alberta; *e.g., Alberta missionaries:*
 - Reverend Robert Rundle, Methodist, Fort Edmonton, 1840
 - Father Jean-Baptiste Thibault, Lac Sainte-Anne, 1842
 - Father Joseph Bourassa, Lac Sainte-Anne, 1845
 - Reverend Henry Bird Steinhauer, Lac La Biche, 1855
 - Father Albert Lacombe, 1865
 - Reverend George MacDougall and son John, Morley, 1873
3. demonstrate an understanding that after the signing of the treaties, a policy of assimilation was undertaken by the federal government in the schooling of Aboriginal children:
 - define “assimilation”
 - evaluate the effects assimilation had on Aboriginal children
 - examine and describe the types of schools provided for Aboriginal students in Alberta:
 - industrial schools; *e.g., Red Deer, Dunbow and Calgary for older students*
 - residential/missions; *e.g., Saddle Lake, Edmonton, Hobbema, 1883–1950s*
 - day schools on reserves; *e.g., 1880s to present*
 - boarding schools; *e.g., Kainai Anglican School*
 - schools operated by school authorities
 - band-operated schools
 - post-secondary; *e.g., Blue Quill, Red Crowe College*
 - federally operated (6) Head Start
 - analyze the impact of federal policies on the education of Aboriginal peoples

THEME IV: SCHOOLING AND CULTURAL CHANGE *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding of the impact of residential schools on Aboriginal children:
 - describe the federal government's purpose for establishing residential schools
 - analyze the mandate of a residential school; *e.g., locations, administration, curriculum*
 - research and report on the curriculum in residential schools:
 - language of instruction
 - religious instruction
 - curriculum content
 - examine and report on the outcomes and effects of the residential school policies and practices on Aboriginal students and their parents
5. demonstrate an appreciation of the difficulties faced by many Aboriginal students being placed in public schools and other school systems:
 - examine the federal government policy of "integration" in the late 1950s that placed Aboriginal students in public and separate school systems
 - examine and describe the reasons for the changes in federal government policy from one of assimilation to integration
 - evaluate the impact of Aboriginal students being relocated or bussed in order to be educated in public schools
6. demonstrate an understanding of how Aboriginal education has become a key issue between some Aboriginal peoples and the federal and provincial governments:
 - describe some initiatives that foster and encourage involvement of Aboriginal peoples in schools operated by school authorities
 - appreciate and respect the differing viewpoints of Aboriginal peoples toward treaties, rights, educational goals and government policy.

ABORIGINAL STUDIES 30

THEME I: ABORIGINAL RIGHTS AND SELF-GOVERNMENT

GENERAL OUTCOME

Students will demonstrate an understanding that Canadian Aboriginal peoples have an inherent right to self-government and self-determination.

Related Concepts: oral tradition, confederacy, treaties, nation, constitutional rights and freedoms, self-government, self-determination, sovereignty, inherent rights, government, interdependence.

SPECIFIC OUTCOMES

Students will:

1. develop an understanding that Aboriginal peoples have a long history in the evolution of self-governance
 - examine the Aboriginal oral tradition and appreciate the ability and skill required to transmit history
 - examine and compare peace treaties between tribes and European treaties
 - research and evaluate the impact of the earliest recorded agreements:
 - the *Great Law of Peace*, 1450 of the people of the Iroquois confederacy
 - the two row *Wampum Treaty* of 1645 between the Mohawk and the Dutch
 - the Agreement of 1844 between the Métis and Dakota Nation
2. demonstrate an understanding of how First Nations and Métis land rights are based on differing premises:
 - discuss the oral history passed on to Aboriginal peoples of the belief that First Nations existed on Canadian land before the arrival of the Europeans
 - examine and define land rights
 - research and report on the “road allowance” people of the 1930s, and evaluate Métis land occupancy rights as defined in the *Métis Population Betterment Act*, 1938
 - compare and contrast the concept of land ownership between European and Aboriginal peoples
3. demonstrate an understanding of the *Constitution Act*, 1982, which guaranteed and affirmed Aboriginal rights and freedoms:
 - recognize that Aboriginal rights and freedoms are guaranteed and affirmed in the *Constitution Act*, 1982
 - demonstrate an awareness that some Aboriginal leaders are attempting to reassess and affirm Aboriginal rights in the Canadian Constitution
 - research and evaluate the terms of the *Constitution Act*, 1982 relative to Aboriginal rights and freedoms
 - examine the *Constitution Act*, 1982 in relation to the rights and freedoms of:
 - the *Royal Proclamation*, 1763
 - the *Manitoba Act*, 1870
 - the *Indian Act*, 1876

THEME I: ABORIGINAL RIGHTS AND SELF-GOVERNMENT *(continued)*

SPECIFIC OUTCOMES

Students will:

4. demonstrate an understanding that many Aboriginal peoples have a right to self-government and self-determination:
 - examine and appreciate that traditional Aboriginal governments existed before the arrival of the Europeans and have been guaranteed through treaty agreements
 - define what is meant by Aboriginal self-government, self-determination and inherent rights by the First Nations, Métis and federal government
 - research terms of the treaties with respect to self-government; *e.g., Treaty No. 6, Treaty No. 7, Treaty No. 8, and so on*
 - research and identify the parameters of the federal government policy of 1996 on Aboriginal self-government
 - identify the role of the following in Aboriginal self-government negotiations:
 - federal government
 - provincial and territorial government
 - Aboriginal organizations

5. demonstrate an understanding that Aboriginal communities are evolving into independent governing bodies:
 - identify and appreciate how some Aboriginal governments have adopted and accepted a European form of government as compared to traditional Indian governments
 - examine and compare the administration and governance of reserves, past and present:
 - Council of Elders
 - selecting a chief and council
 - powers of chief and council
 - role of the Indian agent
 - role of the federal government
 - examine the *Indian Act*, 1876 and analyze the changes in freedoms in reference to individual, economic, social and educational rights
 - analyze and evaluate the current government policy of “devolution,” where decision-making responsibilities are being transferred to Aboriginal governments

6. demonstrate an understanding of how some Aboriginal and Métis Nation leaders are directing their resources into establishing self-government in their communities:
 - examine the rights of Aboriginal communities to assume full responsibility for governing their people
 - discuss the *Indian Act*, 1876 as it pertains to self-government
 - identify, evaluate and discuss perspectives of self-government as seen by Aboriginal peoples and the federal government
 - appreciate and develop respect for the Aboriginal peoples’ rights of self-governing.

THEME II: ABORIGINAL LAND CLAIMS

GENERAL OUTCOME

Students will demonstrate an understanding of Aboriginal land rights, entitlements and current land claim negotiations with the Government of Canada.

Related Concepts: land claims, self-determination, property rights, diversity, inherent rights, sovereign rights, ceded land, land claims, task force, economic stability, non-status Indians.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding that Aboriginal peoples are identified by their distinctive cultural practices and products associated with the historically occupied land/sea:¹
 - examine and discuss ancestral trails, hunting territories, trading territories, geography and technology of First Nations and Métis people
2. demonstrate an understanding of the concept of property ownership from the traditional view:
 - discuss oral history and traditional narratives that give evidence of Aboriginal sovereignty over land; *e.g., origin stories, stories of governance over land use, stories indicating primacy of spiritual relationship to land rather than private ownership that can be surrendered, land occupancy, land stewardship*²
3. demonstrate an understanding of how land can be viewed as a prerequisite for self-determination:
 - appreciate how Aboriginal leaders and nations have made progress toward recognition of Aboriginal inherent rights to land and self-reliance as reinforced in the constitution³
 - demonstrate an appreciation that the land has economic, cultural, social, educational, political and spiritual value
4. demonstrate an understanding of how rights are considered to be a critical issue facing First Nations people and non land-based Métis:
 - evaluate land claims from the following First Nations points of view:
 - cultural value
 - economic value
 - educational value
 - political value
 - social value
 - spiritual value
 - examine how the *Indian Act*, 1876 treated property held by First Nations people

1. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, Western Canadian Protocol for Collaboration in Basic Education, June 2000, p. 43.

2. *Ibid.*, p. 45.

3. *Ibid.*, p. 59.

THEME II: ABORIGINAL LAND CLAIMS *(continued)*

SPECIFIC OUTCOMES

Students will:

5. demonstrate an understanding of why many First Nations people have long expressed concern that land entitlements under the treaties were not met by the federal and provincial governments:
 - appreciate that at the signing of the treaties, First Nations and government leaders bargained in good faith
 - analyze land issues, and identify the reasons for the shortage of land for First Nations; *e.g., surrender of Indian lands, lands that were never granted, increase in population*
 - research, discuss and evaluate the terms of the *Natural Resources Transfer Agreements, 1930*, that gave control of crown land to Alberta, Saskatchewan and Manitoba
 - research and identify the terms of the *Manitoba Act, 1870*, in terms of Métis land rights

6. demonstrate an understanding that land claims are those claims where land has never been ceded through treaties:
 - analyze and discuss some of the reasons why Canada has not settled comprehensive land claims
 - research and report on the history of land claims, noting the following:
 - the *Nisga'a First Nations* petition to His Majesty's Privy Council, 1913
 - the *Indian Act*
 - the Office of Native Land Claims, 1974
 - the *In All Fairness: A Native Claims Policy*, 1981
 - the Task Force to Review Comprehensive Claims Policy headed by Murray Coolican, 1985

7. demonstrate an awareness and respect for those First Nations attempting to reclaim land that had not been ceded:
 - examine contemporary land claims in other parts of Canada; *e.g., British Columbia—the Nisga'a land claim settlement of 1998*

8. demonstrate an awareness that several comprehensive land claims have been resolved throughout Canada:
 - research and report on the major land claims in Canada:
 - the James Bay and Northern Quebec Agreement, 1975
 - the Agreement-in-principle with the Dene and Métis of Treaty 11 in the Northwest Territories
 - the Agreement-in-principle with the Council of Yukon Indians
 - British Columbia land claims

THEME II: ABORIGINAL LAND CLAIMS *(continued)*

SPECIFIC OUTCOMES

Students will:

9. demonstrate an awareness that Aboriginal leaders of First Nations and the Métis have made significant gains in land claims settlements:
 - research two of the following land claims relevant to their community:
 - Métis Settlements
 - Lubicon Land Claim
 - Woodland Cree Settlement
 - Loon River Settlement
 - Nakoda (Stoney) Submission
 - Siksika (Blackfoot) Submission
 - Mountain Cree Submission
 - Bigstone Cree Nation Bands
 - Blood/Cardston Claim
 - Peigan Nation Claim
10. demonstrate an understanding of why the Métis contend that land rights should be a cornerstone of economic stability and self-determination for their people:
 - research federal and provincial views toward Métis land rights
 - examine Métis settlements, formerly colonies, in Alberta; *e.g., the reasons for the settlements, history of the settlements, Métis Settlement Act, The Métis Population Betterment Act, 1938*
11. demonstrate an appreciation that Métis and non-status Indians have not had special land rights in Canada, other than in Alberta:
 - examine possible solutions to the Métis land question.

THEME III: ABORIGINAL PEOPLES IN CANADIAN SOCIETY

GENERAL OUTCOME

Students will demonstrate an understanding of the impact of colonialism experienced by Aboriginal peoples in Alberta and Canada.

Related Concepts: rural, urban, migration, racism, prejudice, discrimination, stereotypes, leadership, reverse discrimination, empathy, cultural bias, subtle/blatant, privilege/non-privilege, overt/covert, conscious/unconscious, self-determination, agreements.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of why there is an increasing number of Aboriginal peoples migrating to urban areas:
 - identify and analyze:
 - the reasons why Aboriginal peoples have migrated to urban areas; *e.g., educational and economic advantages*
 - the reason why many Aboriginal peoples choose to remain on Indian reserves, Métis settlements and small communities
 - organizations that help Aboriginal peoples acquire the skills and knowledge needed for urban living; *e.g., Friendship Centres, Métis housing*
 - describe the conflicting expectations between mainstream culture and Aboriginal cultures
 - research and report on economic conditions on reserves
 - describe and analyze the issues Aboriginal peoples face in urban areas; *e.g., alienation, isolation, discrimination, subtle/blatant and systemic racism, stereotyping*
 - research and describe how contemporary reserves have been influenced by modern western society; *e.g., the political, economic, social, educational and spiritual reasons why Chief Small Boy and his followers left the Hobbema reserve to live a traditional lifestyle near the mountains in southwestern Alberta*
2. demonstrate an understanding that there are differing roles that individuals take in leadership:
 - research traditional stories for information related to cultural forms of governance
 - analyze and compare the Aboriginal perspectives and the European/Canadian perspectives on leadership
3. demonstrate an understanding of cultural influences, similarities and differences on the concept of leadership and processes of governance; *e.g., tripartite agreements—federal/provincial/First Nations*
4. demonstrate an understanding of how cultural differences, social pressures and common misunderstandings can foster negative stereotypes:
 - analyze and describe how language can promote or dispel stereotypes
 - demonstrate an awareness of the positive role of many Aboriginal peoples in Canadian society

THEME III: ABORIGINAL PEOPLES IN CANADIAN SOCIETY *(continued)*

SPECIFIC OUTCOMES

Students will:

5. demonstrate an understanding and appreciation of people who face discrimination through stereotyping:
 - analyze and evaluate social and cultural biases and stereotypes that can be perpetuated through the media over time; *e.g., movies, art, literature, team names*
 - assess how education and awareness can dispel cultural biases and stereotypes
6. demonstrate an understanding and awareness of some of the many factors that have to be considered in government decision making and actions:
 - analyze why government services offered to Aboriginal peoples can be a source of controversy for Aboriginal peoples and non-Aboriginal society
 - develop a plan that would involve Aboriginal peoples in the design, delivery and administration of services to Aboriginal peoples; *e.g., Child Welfare, Sentencing Circles (justice) Initiatives*
7. demonstrate an understanding of why Aboriginal peoples should determine their own destiny:
 - research how Aboriginal perspectives help young Aboriginal peoples recognize their gifts and talents in promoting Aboriginal cultures
 - describe how Aboriginal perspectives help the young to set personal goals that reflect the spirit and strength of their people.

THEME IV: ABORIGINAL WORLD ISSUES

GENERAL OUTCOME

Students will demonstrate an understanding that indigenous peoples around the world face common issues in their history, geography, politics, economics, education and culture.

Related Concepts: ethnocentrism, social Darwinism, homogenous, heterogeneous, culture, indigenous, geopolitical, conflict, exploitation, natural resources, strategy, human rights.

SPECIFIC OUTCOMES

Students will:

1. demonstrate an understanding of how ethnocentrism had an impact on Aboriginal peoples:
 - define ethnocentrism, and describe examples of it in education, government, economics and literature in:
 - Australia
 - Canada
 - Russia
 - United States of America
 - appreciate how members of a society maintain their cultural identity through education, government, economics
2. demonstrate an understanding of the ways in which indigenous peoples around the world share many common cultural traits:
 - list and analyze some of the similar cultural characteristics of indigenous peoples around the world; *e.g., kinship, communal living, spiritual connection to the land:*
 - Australia
 - Canada
 - Guatemala
 - Norway
3. analyze and describe the effects of colonization on indigenous peoples in another part of the world; *e.g., Ainu in Japan, Aborigines in Australia, !Kung in Southern Africa, Saami in Norway*
4. demonstrate an understanding that one of the reasons for current conflict between indigenous and non-indigenous peoples lies in how the care and management of natural resources are practised:
 - describe the conflicting perspectives in the use, conservation and management of natural resources as they affect the environment and quality of life of indigenous peoples
 - research and describe the differing resource development approaches affecting indigenous peoples around the world

THEME IV: ABORIGINAL WORLD ISSUES *(continued)*

SPECIFIC OUTCOMES

Students will:

5. demonstrate an understanding of the opportunities and challenges of indigenous peoples around the world:
 - analyze strategies used by other nations to improve the quality of life for indigenous peoples
 - examine and describe the human rights issues involving indigenous peoples in key areas around the world
 - consider the United Nations position on human rights and its involvement with indigenous peoples throughout the world
 - analyze instances in which indigenous peoples went to the United Nations for assistance/advice; *e.g., Quebec Cree regarding Quebec independence*
 - appreciate that indigenous peoples from around the world are working together on improving their quality of life

6. demonstrate an understanding of how education of the world's youth is the cornerstone for improving the quality of life for indigenous peoples:
 - investigate education systems in other countries on alternative forms of education for indigenous peoples in those countries; *e.g., Australia, New Zealand, Russia, Sweden.*

APPENDIX 1: GLOSSARY

This glossary is intended to assist teachers with implementation of the Aboriginal Studies 10–20–30 program of studies. The terms and definitions, while not prescriptive, take into consideration Aboriginal diversity and also relate to the overall generic understandings of Aboriginal historical chronology. The terms and definitions have been obtained from the following sources:

Aboriginal Policy Framework (APF)

Alberta. Government of Alberta. *Strengthening Relationships: The Government of Alberta's Aboriginal Policy Framework*. Edmonton, AB: Government of Alberta, 2000.

Aboriginal Affairs and Northern Development (AAND)

Alberta. Aboriginal Affairs and Northern Development.
Web site: <<http://www.aand.gov.ab.ca/aand>>.

Indian and Northern Affairs Canada (INAC)

Canada. Indian and Northern Affairs Canada. March 2000. *Definitions*. Retrieved July 25, 2001 from the Internet: <http://www.ainc-inac.gc.ca/pr/info/info101_e.pdf>.

Knots in a String (Knots)

Brizinski, Peggy. *Knots in a String: An Introduction to Native Studies in Canada*. Saskatoon, SK: Division of Extension and Community Relations, University of Saskatchewan, 1989, pp. 408–414.

Western Canadian Protocol for Collaboration in Basic Education (WCP)

Western Canadian Protocol for Collaboration in Basic Education. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. [N.p.] Western Canadian Protocol for Collaboration in Basic Education, 2000.

TERMS AND DEFINITIONS—COMMON USAGE

Aboriginal Peoples

The descendants of the original inhabitants of North America. The Canadian Constitution [*Constitution Act, 1982*, s. 35] recognizes three groups of Aboriginal people—Indians, Métis people and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs. (INAC)

Aboriginal Rights

Rights that some Aboriginal peoples of Canada hold as a result of their ancestors' longstanding use and occupancy of the land. The rights of certain Aboriginal peoples to hunt, trap and fish on ancestral lands are examples of Aboriginal rights. Aboriginal rights will vary from group to group depending on the customs, practices and traditions that have formed part of their distinctive cultures. (INAC)

Aboriginal Self-government

Governments designed, established and administered by Aboriginal peoples. (INAC)

Aboriginal Title

A legal term that recognizes Aboriginal interest in the land. It is based on their longstanding use and occupancy of the land as descendants of the original inhabitants of Canada. (INAC)

AFN

Assembly of First Nations. (Knots)

Band

A group of First Nation people for whom lands have been set apart and money is held by the Crown. Each band has its own governing band council, usually consisting of one or more chiefs and several councillors. Community members choose the chief and councillors by election, or sometimes through traditional custom. The members of a band generally share common values, traditions and practices rooted in their ancestral heritage. Today, many bands prefer to be known as First Nations. (INAC)

A Band is defined in the *Indian Act* as a body of Indians for whose common use and benefit lands have been set aside or monies held by the Government of Canada or declared by the Governor in Council to be a Band. Most Bands prefer to be referred to as First Nations. (AAND)

Band Membership

What an individual Indian has when he or she is a recognized member of a Band and whose name appears on an approved Band List. Where a Band has adopted its own membership code, it may define who has a right to membership in the Band, so being a Status Indian is not necessarily synonymous with being a Band member. Status Indians who are not band members are listed in the General List. (AAND)

Bill C-31

The pre-legislation name of the 1985 *Act to Amend the Indian Act*. This act eliminated certain discriminatory provisions of the *Indian Act*, including the section that resulted in Indian women losing their Indian status when they married non-Indian men. Bill C-31 enabled people affected by the discriminatory provisions of the old *Indian Act* to apply to have their Indian status restored. (INAC)

This is an *Act to Amend the Indian Act*. It was enacted in June 1985. This legislation amended the *Indian Act* to remove discriminatory clauses against women, restore status and membership rights, and increase Indian control over their own affairs. Those people who have been reinstated as Status Indians under this *Act*, are often referred to as Bill C-31 Indians. (AAND)

Crown

This term denotes the British government, as led by the monarchy. When a document states that the role of the Crown is such and such, it means the role of the government representing the monarchy. (Knots)

Culture

The collection of rules, values, and attitudes held by a society which allows people to communicate, to interpret behaviour, and to attach shared meaning to behaviour and events. (Knots)

The customs, history, values and languages that make up the heritage of a person or people and contribute to that person's or people's identity. (WCP)

First Nations

The term First Nations is preferred by many Aboriginal peoples and is used to refer to the various governments of the first peoples of Canada. The term First Nations is preferred over the terms Indians, Tribes and Bands, which are used extensively by the federal, provincial and territorial governments. (WCP)

A term that came into common usage in the 1970s to replace the word "Indian," which many people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term "First Nations peoples" refers to the Indian people in Canada, both Status and Non-Status. Many Indian people have also adopted the term "First Nation" to replace the word "band" in the name of their community. (INAC)

Usually used to refer to a politically autonomous band under the *Indian Act*—a nation of First Peoples. (Knots)

The people of the First Nations are the descendants of the original inhabitants of North America. ... Some 117,465 persons in Alberta identified themselves as North American Indian during the 1996 Canada Census. A registered Indian is a person registered under the *Indian Act*. (APF)

Indian

A term with many usages: could be a person of Indian ancestry, a Status Indian under the *Indian Act*, or a Treaty Indian. (Knots)

A term that describes all the Aboriginal people in Canada who are not Inuit or Métis. Indian peoples are one of three groups of people recognized as Aboriginal in the *Constitution Act*, 1982. The act specifies that Aboriginal people in Canada consist of Indian, Inuit and Métis people. In addition, there are three legal definitions that apply to Indians in Canada: Status Indians, Non-Status Indians and Treaty Indians. (INAC)

Indian Act

Canadian legislation first passed in 1876 and amended many times since then; defines an Indian in relation to federal obligation, and sets out a series of regulations applying to Indians living on reserves. (Knots)

This is the Canadian federal legislation, first passed in 1876, that sets out certain federal government obligations, and regulates the management of Indian reserve lands. The act has been amended several times, most recently in 1985. Among its many provisions, the act requires the Minister of Indian Affairs and Northern Development to manage certain moneys belonging to First Nations and Indian lands, and to approve or disallow First Nations by-laws. (INAC)

Indigenous People

Refers to all inhabitants indigenous to North America (before contact with EuroCanadians) and their descendants. (Knots)

Inuit

An Aboriginal people in northern Canada, who live above the tree line in Nunavut, the Northwest Territories, Northern Quebec and Labrador. The word means “people” in the Inuit languages—Inuktitut. The singular of Inuit is Inuk. (INAC)

Métis

People of mixed First Nation and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit or non-Aboriginal people. The Métis have a unique culture that draws on their diverse ancestral origins, such as Scottish, French, Ojibway and Cree. (INAC)

A term for people of mixed Aboriginal and European ancestry. The history of the Métis dates back to the days of the fur trade when Aboriginal people, particularly the Cree, and French or French-Canadian people married. Although the Métis have historically been refused political recognition by the federal government, they were recognized as Aboriginal people in the *Constitution Act* of 1982. The Métis are excluded from registration in the *Indian Act*. They were allotted money scrip or land scrip. (WCP)

A French word meaning “mixed blood” which usually refers to people of mixed ancestry who emerged during the days of the fur trade when Europeans and Indian people had children. The Métis are recognized as Aboriginal people in the *Constitution Act*, 1982. (AAND)

People born of, or descended from, both European and Indian parents. A distinctive Métis Nation developed in what is now southern Manitoba in the 1800s, and the descendants of these people later moved throughout the prairies. There are also many other groups of mixed ancestry people, some of whom, but not all, consider themselves Métis. Some people of mixed ancestry identify themselves as EuroCanadian or Indian. (Knots)

Métis Settlements

Métis Settlements Accord 1989

In 1989 the Government of Alberta and the Federation of Métis Settlement Associations signed an historic accord. This led to the co-operative development of unique legislation that establishes the only land base and the only form of legislated Métis government in Canada. Proclaimed in 1990, the legislation includes: the *Métis Settlements Act*, the *Métis Settlements Land Protection Act*, the *Constitution of Alberta Amendment Act*, and the *Métis Settlements Accord Implementation Act*.

Under the *Métis Settlements Act*, Métis means a person of Aboriginal ancestry who identifies with Métis history and culture.

The legislation established eight Settlement Corporations (Buffalo Lake, East Prairie, Elizabeth, Fishing Lake, Gift Lake, Kikino, Paddle Prairie and Peavine), the Métis Settlements General Council, the Métis Settlements Transition Commission and the Métis Settlements Appeal Tribunal.

An elected Settlement Council governs each Métis Settlement. The members of the Settlement Councils comprise the Métis Settlements General Council, which elects a four-person executive. The General Council deals with matters that affect the collective interests of the eight Settlements and holds the Letters Patent for the Settlement lands. (APF)

Nation

A group of native people with common ancestry who are socially, culturally, politically, and linguistically united. (Knots)

Non-Status Indian

A term that is frequently used and which usually means a person who is not registered as an Indian. Often Indian people lost their right to be registered as an Indian as it is defined by the *Indian Act*. For example, prior to 1985, women who married non-Indian men lost their status. The enactment of Bill C-31 in 1985, has restored Indian status to those who lost it through marriage. (AAND)

An Indian person who is not registered as an Indian under the *Indian Act*. This may be because his or her ancestors were never registered, or because he or she lost Indian status under former provisions of the *Indian Act*. (INAC)

Reserve

Land set aside by the federal government for the use and occupancy of an Indian group or band. (INAC)

The *Indian Act* describes a reserve as lands which have been set apart for the use and benefit of a Band, and for which the legal title rests with the Crown in right of Canada. The federal government has primary jurisdiction over these lands and the people living on them. (AAND)

Scrip

A token or paper entitling the bearer to goods, money, or land. It is not itself considered currency. (Knots)

Sovereignty

Ultimate jurisdiction or power. Claiming sovereignty for an Indian nation means claiming it has the right to rule itself without any external control. (Knots)

Status Indian

An Indian person who is registered under the *Indian Act*. The act sets out the requirements for determining who is a Status Indian. (INAC)

A person who has been registered or is entitled to be registered according to the *Indian Act*. Most Registered Indians are members of an Indian Band. By virtue of the *Indian Act*, the Department of Indian Affairs and Northern Development is responsible for providing support and services to all Registered Indians. (AAND)

An Indian person who is registered as an Indian under the *Indian Act* and thus recognized by the federal government as an Indian and accorded the accompanying rights, benefits, and restrictions of the *Indian Act* and related policies. (Knots)

Treaty Indian

A person affiliated with a First Nation that has signed, or whose ancestors signed, a Treaty and who now receives land rights and entitlements as prescribed in a Treaty. Not all First Nations have signed treaties; for example, in British Columbia there are almost no treaties. (AAND)

A Status Indian who belongs to a First Nation that signed a treaty with the Crown. (INAC)

Treaty Rights

Special rights to lands and entitlements that Indian people legally have as a result of treaties. (AAND)

First Nations signed treaties with various British colonial and, later, Canadian governments before and after Confederation in 1867. No two treaties are identical, but they usually provide for certain rights, including reserve lands, annuities (a small sum of money paid each year) and hunting and fishing rights. The treaty rights of an individual Treaty Indian will depend on the precise terms and conditions of the treaty that his or her First Nation signed. (APF)

Worldview

The worldview of the Aboriginal cultures is distinct from the worldview of the mainstream culture in Canada. This worldview presents human beings as inhabiting a universe made by the Creator and striving to live in respectful relationship with nature, one another and oneself. Each Aboriginal culture expresses this worldview in different ways, with different practices, stories and cultural products. (WCP)

APPENDIX 2: COMPREHENSIVE READING LIST

The following list of resources, while not prescriptive, is intended to assist teachers with implementation of the Aboriginal Studies 10–20–30 program of studies. Teachers may wish to consult these resources to research further such things as the economic development of the fur trade, political issues and treaties.

Barron, F. Laurie and James B. Waldram (eds). 1986. *1885 and After: Native Society in Transition*. Regina: Canadian Plains Research Centre.

Barron, F. Laurie and Joseph Garcea (eds). 1999. *Urban Indian Reserves: Forging New Relationships in Saskatchewan*. Saskatoon: Purich Publishing.

Berkhofer, Jr., Robert F. 1978. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Vintage Books.

Brizinski, Peggy. 1989. *Knots in a String: An Introduction to Native Studies in Canada*. Saskatoon: Division of Extension and Community Relations, University of Saskatchewan.

Cardinal, Harold. 1969. *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: Hurtig Publishers.

Carter, Sarah. 1990. *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy*. Montreal: McGill-Queen's University Press.

Coates, Ken S. and Robin Fisher (eds). 1996. *Out of the Background: Readings on Canadian Native History*. 2nd ed. Toronto: Copp Clark Ltd.

Dickason, Olive Patricia. 1997. *Canada's First Nations: A History of Founding Peoples from Earliest Times*. 2nd ed. Toronto: Oxford University Press.

Dyck, Noel and James B. Waldram. 1993. *Anthropology, Public Policy and Native Peoples in Canada*. Montreal: McGill-Queen's University Press.

Innis, Harold A. 1999. *The Fur Trade in Canada: An Introduction to Canadian Economic History*. Toronto: University of Toronto Press.

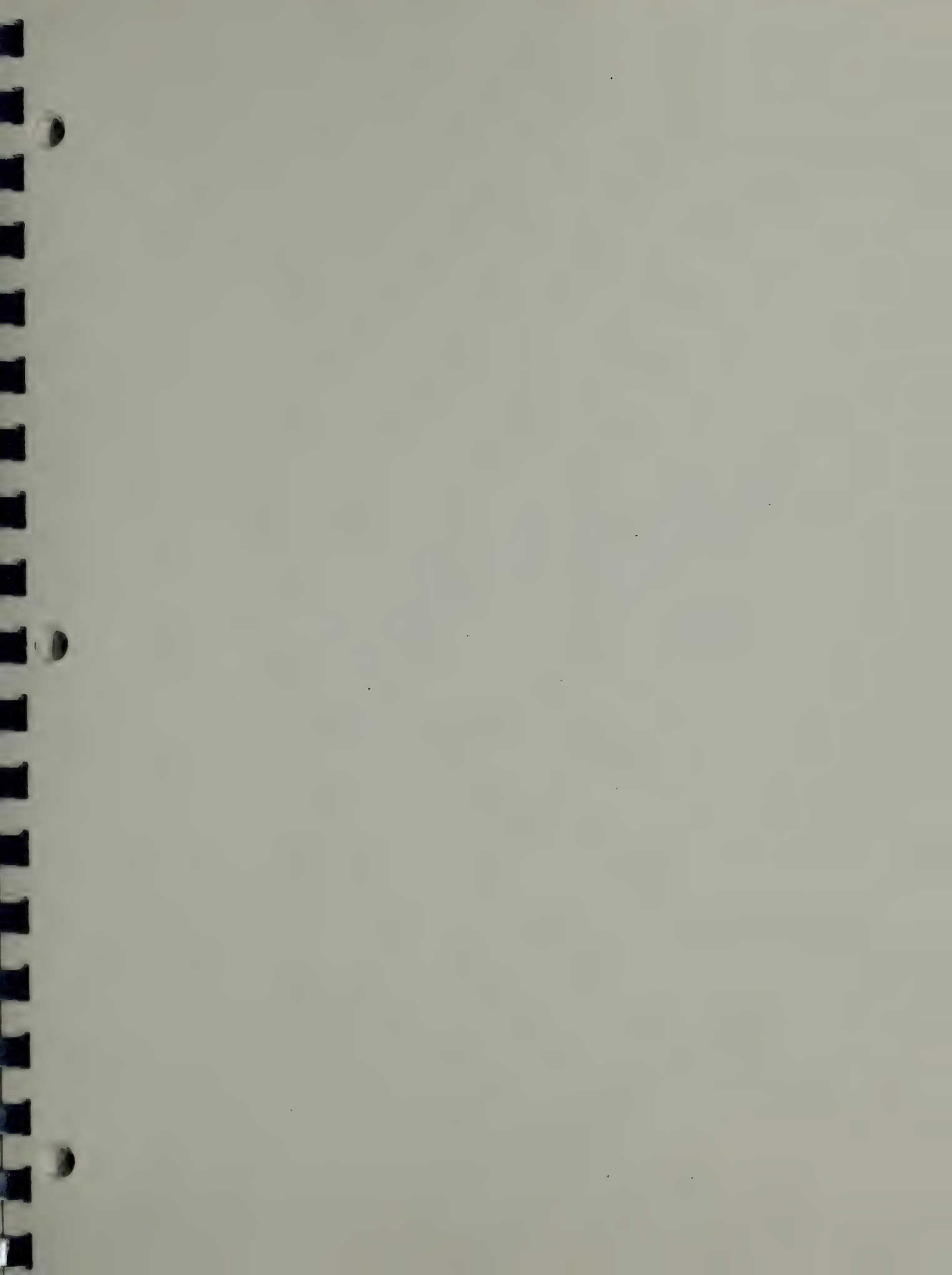
Knight, Rolf. 1996. *Indians at Work: An Informal History of Native Labour in British Columbia, 1858–1930*. Vancouver: New Star Books.

Martin, Calvin. 1978. *Keepers of the Game: Indian-Animal Relationships and the Fur Trade*. Berkeley: University of California Press.

Miller, David R., Carl Beal, James Dempsey and R. Wesley Heber (eds). 1992. *The First Ones: Readings in Indian/Native Studies*. Regina and Saskatoon: Saskatchewan Indian Federated College Press.

Miller, J. R. 1989. *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*. Toronto: University of Toronto Press.

- Pettipas, Katherine. 1994. *Severing the Ties That Bind: Government Repression of Indigenous Religious Ceremonies on the Prairies*. Winnipeg: University of Manitoba Press.
- Pitsula, James M. 1994. The CCF Government and the Formation of the Union of Saskatchewan Indians. *Prairie Forum* 19(2): 131–151.
- Price, Richard T. (ed) 1999. *The Spirit of the Alberta Indian Treaties*. 3rd ed. Edmonton: University of Alberta Press.
- Salisbury, Richard F. 1986. *A Homeland for the Cree: Regional Development in James Bay, 1971–1981*. Montreal: McGill-Queen's University Press.
- Tennant, Paul. 1990. *Aboriginal Peoples and Politics: The Indian Land Question in British Columbia, 1849–1989*. Vancouver: University of British Columbia Press.
- Van Kirk, Sylvia. 1980. *Many Tender Ties: Women in Fur Trade Society, 1670–1870*. Norman: University of Oklahoma Press.
- York, Geoffrey. 1990. *The Dispossessed: Life and Death in Native Canada*. London: Vintage U.K.





CAREER INTERNSHIP 10

PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

There is general agreement that Alberta needs to establish and maintain a flexible, highly competitive work force and entrepreneurial culture. At the same time, there is considerable evidence indicating that students need more help to make successful transitions from secondary school into the workplace and/or post-secondary learning.

To help students become more informed about the changing workplace, Alberta Learning is developing policy, curriculum and support materials to:

- help students build better career planning skills
- improve students' workplace readiness competencies
- expand structured pathways into the workplace and post-secondary education programs
- enhance connections among key players.

Career Internship 10 is a new, workplace-based curriculum designed to assist students in making informed decisions about their school-career transitions. Specifically, the course is designed to prepare students for entry in trade, technology and service careers.

Career Internship 10 is designed to ensure that students:

- discover their career interests and aptitudes in meaningful work activities, situated in community-based workstations and work sites in trade, technology or service sectors
- develop and apply knowledge, skills and attitudes appropriate to the changing workplace
- apply, in the workplace, competencies acquired through other course work
- develop an understanding about the demands of the workplace and an appreciation of both employee's and employer's rights and responsibilities.

The Career Internship 10 course provides opportunities for the school and the community to combine resources to enhance student awareness about, and preparation for, entry into trade, technology and service careers. In particular, **Career Internship 10 is designed to prepare students for entry into a trade, technology or service occupation having a structured learning pathway, including entry into an apprenticeship and enrollment in the Registered Apprenticeship Program.**

Career Internship 10 is recommended as a prerequisite to enrolling in the Registered Apprenticeship Program or other technology or service career-related courses and programs.

PHILOSOPHY

The notion of “learner as worker and worker as learner” is becoming increasingly accepted. There is considerable research that supports viewing the workplace as an extension of the school and the school as an extension of the workplace.

Similarly, experiential and/or applied learning is being increasingly seen as a means to enhance formal learning systems by making learning more relevant and meaningful to the learner.

PROGRAM ORGANIZATION

Career Internship 10 is a discrete course designed to support and prepare students with the basic, workplace readiness competencies for entry into a trade, technology or service career.

Course Credits

Career Internship 10 may be offered for 3, 4 or 5 credits. Credits earned are counted toward the requirements for an Alberta High School Diploma. Successful completion requires that students spend a minimum of 25 hours per credit in the workplace and meet the standards specified for the general and specific outcomes.

Related Studies

The following Career and Technology Studies courses are suggested as being complementary to Career Internship 10.

- CTR1010: Job Preparation
- CTR1210: Personal Safety (Management)

In addition, the following 1-credit courses from the Career and Technology Studies program will enhance student readiness for placement in local workplaces.

- CTR2010: Job Maintenance
- CTR2210: Workplace Safety (Practices)
- CTR3010: Preparing for Change

General and Specific Outcomes

The general and specific outcomes for Career Internship 10 include employability skills and workplace skills.

Employability skills and workplace skills are defined for each student through consultation among the teacher, the student and the employer prior to placing a student in a workstation or work site.

Note: The term “Employability Skills” is used to describe a range of competencies that may also be described by other terms, including essential skills, essential competencies, generic skills, basic skills or transferable skills.

Employability Skills

When enrolling students in Career Internship 10, the teacher, in consultation with the student and the employer, will define the employability skills the student will be expected to demonstrate to complete the course successfully.

Employability skills include competencies relating to safety, personal management, working with others, thinking, planning and organizing, managing transitions and managing change. Employability skills are defined provincially but may be complemented by other related skills developed locally.

Employability skills should account for 40% of a student’s final mark in Career Internship 10.

Workplace Skills

Workplace skills define the knowledge, skills and attitudes, determined through consultation among the teacher, student and employer, that specify what the student is expected to know and be able to demonstrate at the completion of Career Internship 10.

Workplace skills are to be locally developed and, when assessed, should account for 40% of a student’s final mark in Career Internship 10.

Workplace Profile

In addition to demonstrating the expected employability and workplace skills, students are required to develop a profile of their workplace. **This profile should account for 20% of a student's final mark in Career Internship 10.**

PROGRAM DELIVERY

Career Internship 10 is based on the latest research on learning and teaching and on the belief that off-campus education programs provide effective learning opportunities and foster partnerships between the school and its community. Successful delivery of these courses is characterized by:

- careful selection and placement of students
- clearly defined outcomes determined through a partnership among teachers, students and employers
- effective monitoring of student progress
- clear and consistent assessment strategies.

Career Internship 10 is designed to be delivered primarily off-campus. The course must, therefore, be delivered in accordance with the current Off-Campus Education Policy.

This policy requires that each workstation or work site be inspected and approved annually by a certificated teacher designated by the school authority. A workstation is a fixed place of work, such as an office or retail store. A work site is a place of work, such as a construction site, that may change intermittently.

In selecting a student to enroll in Career Internship 10, the teacher should consider the student's interests, career goals, maturity and previous experience.

In selecting a suitable placement, the teacher must ensure that it provides:

- a safe and caring learning environment
- opportunities for the student to develop the competencies specified by the general and specific outcomes
- opportunities to determine specific interest in the selected career area.

Suitable placements may include local businesses and government offices and agencies, as well as volunteer and other community service agencies.

- Each student is regularly monitored; e.g., a minimum of one visit/contact for each 25 hours spent in the placement.
- An assessment strategy, including the method of determining the student's final mark, has been developed by the teacher in consultation with the student and the employer.

In situations where the student might be required to work outside the school boundaries; e.g., summer workplace and out-of-province work sites, teachers are advised to clarify roles and responsibilities with the school administration.

GENERAL AND SPECIFIC OUTCOMES

GENERAL OUTCOMES

Career Internship 10 is designed to assist students in developing employability and workplace skills as determined by the teacher, in consultation with the student and the employer, including an increased awareness about employee and employer rights and responsibilities.

Students will:

- develop a profile of the workstation or work site
- demonstrate designated employability skills, including:
 - a positive attitude toward work
 - understanding and appreciation of employee rights and responsibilities
 - understanding and appreciation of employer rights and responsibilities
 - effective communication skills
 - teamwork skills
- demonstrate workplace skills defined for the work placement.

SPECIFIC OUTCOMES

Students will be able to:

Nature of Career

If the student has previously completed a work experience course in the same or similar workplace or career area, learning related to the Nature of Career area specific outcomes should focus on content not previously addressed.

Products or Services

- Describe the purpose of the company, organization or agency.
- Describe the product(s) produced and/or service(s) provided by the company, organization or agency.

Client Base

Client demographics may include such data on clients as age, gender, addresses, buying patterns and spending patterns.

- List and describe the clients served by the company, organization or agency.
- Analyze and describe the demographics of clients served by the company, organization or agency.

Organizational Structure

- Identify and specify the positions and roles of those employed by the company, organization or agency.
- Describe, in graphic form, the organizational structure of the company, organization or agency.

Organizational Roles and Responsibilities

- Identify and describe key roles in the company, organization or agency.
- Explain why the roles identified are key roles.
- Identify and describe the roles and responsibilities of a minimum of key persons in the company, organization or agency.

Competency Sets

- List and describe the competencies needed to perform:
 - an entry level (apprenticeship) position
 - a supervisory position.
- List and describe alternative ways in which necessary competencies may be developed.

Advancement and Promotion

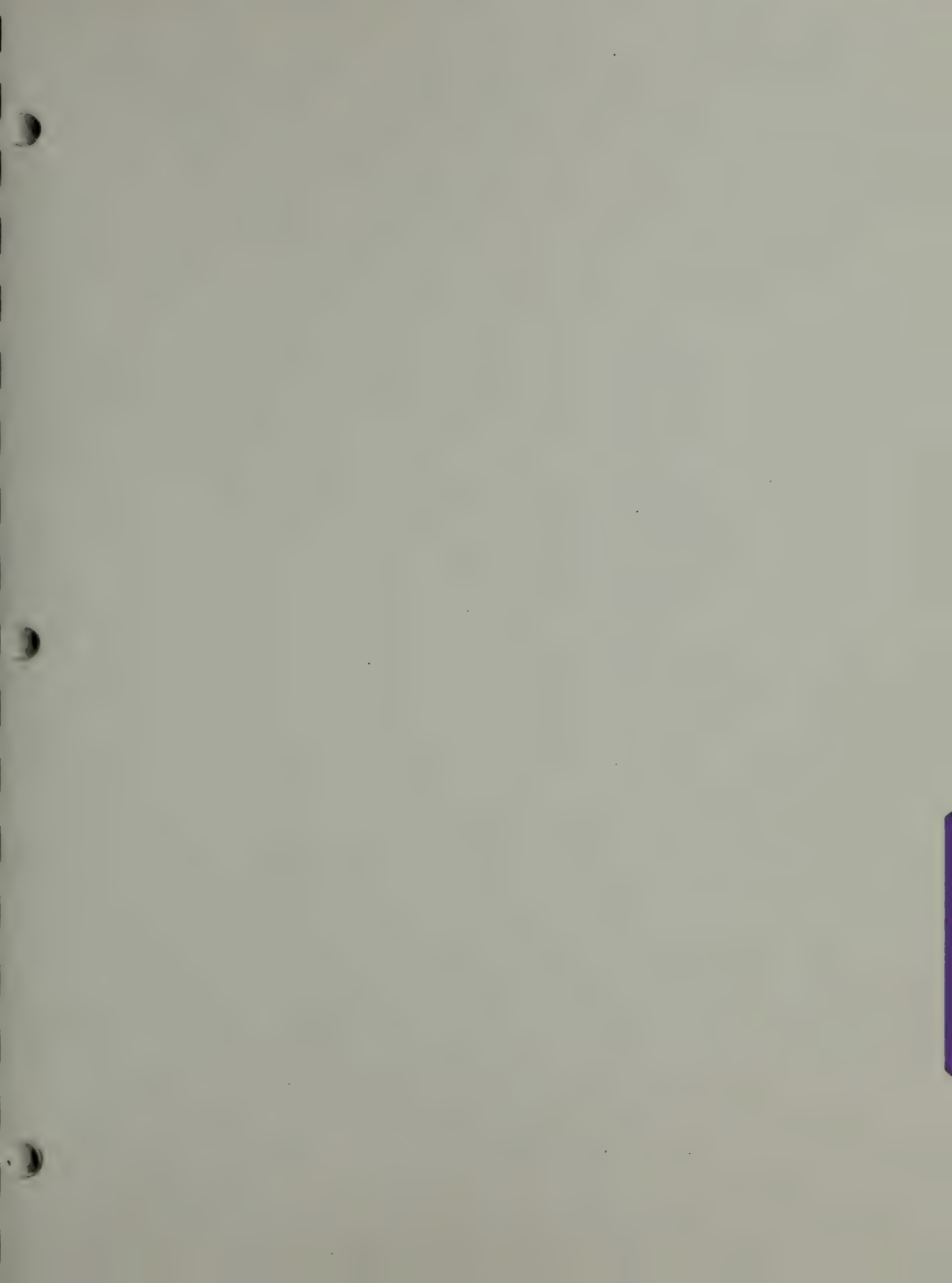
- Identify and describe the criteria for advancement and promotion within the company, organization or agency.

Employability Skills

The teacher, in consultation with the student and the employer, determines the employability skills necessary in the selected workplace.

Workplace Skills

The teacher, in consultation with the student and the employer, determines the workplace skills necessary in the selected workplace.





CAREER AND LIFE MANAGEMENT

RATIONALE AND PHILOSOPHY

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

CALM Furthers the Alberta Learning Mission

In CALM, students continue to work toward becoming “responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society” (Alberta Learning Mission statement, Business Plan 2002–2005).

CALM is a Senior High School Component of the Comprehensive School Health Education Program in Alberta

Alberta Learning is committed to a comprehensive approach to school-related health promotion. Comprehensive school health education is a broad spectrum of programs, policies, activities and services that take place in schools and their surrounding communities.

CALM is a vital component of comprehensive school health education. It emphasizes knowledge, attitudes, behaviours, competencies and values, and provides students with opportunities to enhance their capacities in problem solving, critical thinking and reflection.

Students require an understanding of self as the basis for making healthy choices, having healthy interactions with others and using resources wisely, as well as for lifelong career development. They also require information, planning tools and processes to make decisions and develop action plans for effective life management. This health-promoting course provides opportunities for students to gain knowledge and insight, and to acquire essential life skills; it is relevant to the needs of students, now and in the future, and stimulates creativity, encouraging them to learn and providing them with important learning skills.

The CALM course approaches health issues in a coherent and holistic way. It is designed to improve students’ theoretical understanding of health issues and their ability to apply knowledge and skills to personal situations. In CALM, student participation is emphasized.

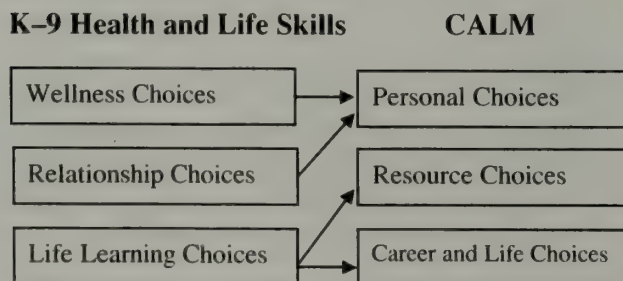
Connections to Others

Close collaboration among schools, parents and communities is a central requirement for comprehensive health education. Parental involvement is an integral component, since the family is the primary educator in the development of student attitudes and values. Activities and processes in CALM encourage family interest and involvement in student learning. The wider community plays a supportive and complementary role in building on student attitudes and values.

Strong links between schools, school councils, regional health authorities and other community-based agencies and organizations can facilitate coordinated planning and mutual support of efforts that promote lifelong learning and well-being. Collaborative community partnerships that respond to the context and needs of students are essential. CALM encourages and fosters these connections and collaborations.

Connections to Previous Learning

CALM builds on learning outcomes developed in the Health and Life Skills Kindergarten to Grade 9 program. Health and Life Skills and CALM share the same aim—to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of self and others. The general outcomes of Career and Life Management build on the three general outcomes of Health and Life Skills Kindergarten to Grade 9, as follows:



The Health and Life Skills Kindergarten to Grade 9 program and the CALM course contribute to healthy personal development, by providing opportunities for students to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living. The skills that students continue to acquire—building on those developed in earlier grades—are applicable beyond the classroom and throughout life.

CALM is the Core of Senior High School Health Literacy

Health literacy is the capacity to access, interpret and apply health information and services to make healthy choices. The CALM course works to develop health literacy, which includes the key components of critical thinking, effective communication, self-directed learning and responsible citizenship.

CALM Uses the Dimensions of Well-being as a Framework

Well-being stems from having the emotional/psychological, intellectual, social, spiritual and physical dimensions of one's life in harmony with each other.

These dimensions may not appear to be of equal importance to an individual throughout life; however, all dimensions need to be recognized for their contribution to overall well-being. Balance among the dimensions is dynamic and constantly changing. The dimensions are interdependent and interrelated, and they can work in concert to improve overall health and well-being.

Achieving or maintaining a balanced approach to personal well-being requires ongoing self-management. CALM offers opportunities for students to acquire skills and apply strategies that enhance their ability to think and act independently, and it helps students build the confidence to trust in their personal abilities.

Self-management involves making healthy choices. It requires self-knowledge and establishing a personal vision for the future. Students learn that goals are part of an ongoing series of planning and management strategies that address potential barriers or challenges in life. Students identify areas for personal development and establish criteria for evaluation of effective life management. Support from others is important in identifying realistic targets and providing ongoing assistance to realize the vision. As students develop their ability to self-lead, they, in turn, can mentor and become supportive role models for peers and others in a variety of cross-age groups.

COURSE DELIVERY

Credit Allocation

Senior high school Career and Life Management (CALM) is required for graduation with an Alberta High School Diploma.

CALM must be offered for a minimum of 3 credits. All three general outcomes of the course must be addressed.

CALM can be extended to 4, 5 or 6 credits. This can be done by the addition of 1-credit Career and Technology Studies (CTS) options. There are many such options, and CALM can be extended with a combination of these. The choice of these options should be based on their appropriateness, relevance and suitability to the needs of students. For information on policy requirements when extending CALM with one or more CTS courses, refer to the *Guide to Education: ECS to Grade 12*.

Level for Instruction

To achieve the aim and outcomes of CALM, student maturity level, basic life experience and readiness for expression and reflection must be considered.

Through the senior high school years, student attitudes begin to shift. The closer the inevitable—the leaving of the senior high school environment—the more future-focused students become. Granted, while the degree of this change in attitude varies among students, the upcoming transition becomes more obvious as the grade level increases. Students with an awareness of the upcoming transition are more open to the information and skill development made available to them in CALM.

Length of Instruction

The course relies on providing students with the time necessary to explore the range of issues in depth and to develop a deeper level of understanding of their choices, responsibilities and actions. An extended period of instructional time is important, as it allows for student reflection and learning as well as for development of successful personal processes.

Sensitive Topics

CALM deals with many topics considered to be sensitive. These topics must be treated with care. Students need to have a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices and decisions. Study of the emotional and spiritual dimensions of health; topics related to family interactions; personal, family and community values; personal relationships; and issues of sexuality are but a few topics that are sensitive in nature and need to be dealt with in a responsible, respectful and professional manner in the classroom.

Instruction in human sexuality education requires communication with parents about the learning outcomes, topics and resources. *All human sexuality outcomes have been boldfaced and italicized in this course to assist in identification of these outcomes.*

Exemptions

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from Career and Life Management for only two reasons:

- out-of-province Grade 12 students transferring into Alberta schools
- religious beliefs.

The principal of the school exempts the out-of-province Grade 12 student and notifies Learning Information Exchange Services, Alberta Learning, by April 30 of the anticipated graduation year.

In the case of religious beliefs, parents/guardians must write to the Minister of Learning to request the exemption.

Involving Others

While it is important that the community be involved, as appropriate, in the delivery of CALM, this involvement must have parameters that ensure that students can learn from the presentations, activities and experiences. Presentations need to be pedagogically sound and consistent with the students' level of development and learning.

Representatives and resources from the community must provide a balanced approach to the issues and topics; these issues and topics must be related to the CALM course.

COURSE STRUCTURE AND ORGANIZATION

General Outcomes

The aim of the CALM course is articulated through three general outcomes.

General Outcome 1: Personal Choices

- *Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

General Outcome 2: Resource Choices

- *Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

General Outcome 3: Career and Life Choices

- *Students will* develop and apply processes for managing personal, lifelong career development.

These three general outcomes serve as the foundation of the CALM course, and each general outcome is to be addressed.

The general outcomes are interrelated and interdependent. For example, processes for responsible decision making regarding the use of resources are also related to career choices. All choices influence and are influenced by the interrelationship of the dimensions of well-being. For student learning, an understanding of these interconnections is crucial, since life decisions often involve the intricate dynamics of balance between many areas simultaneously.

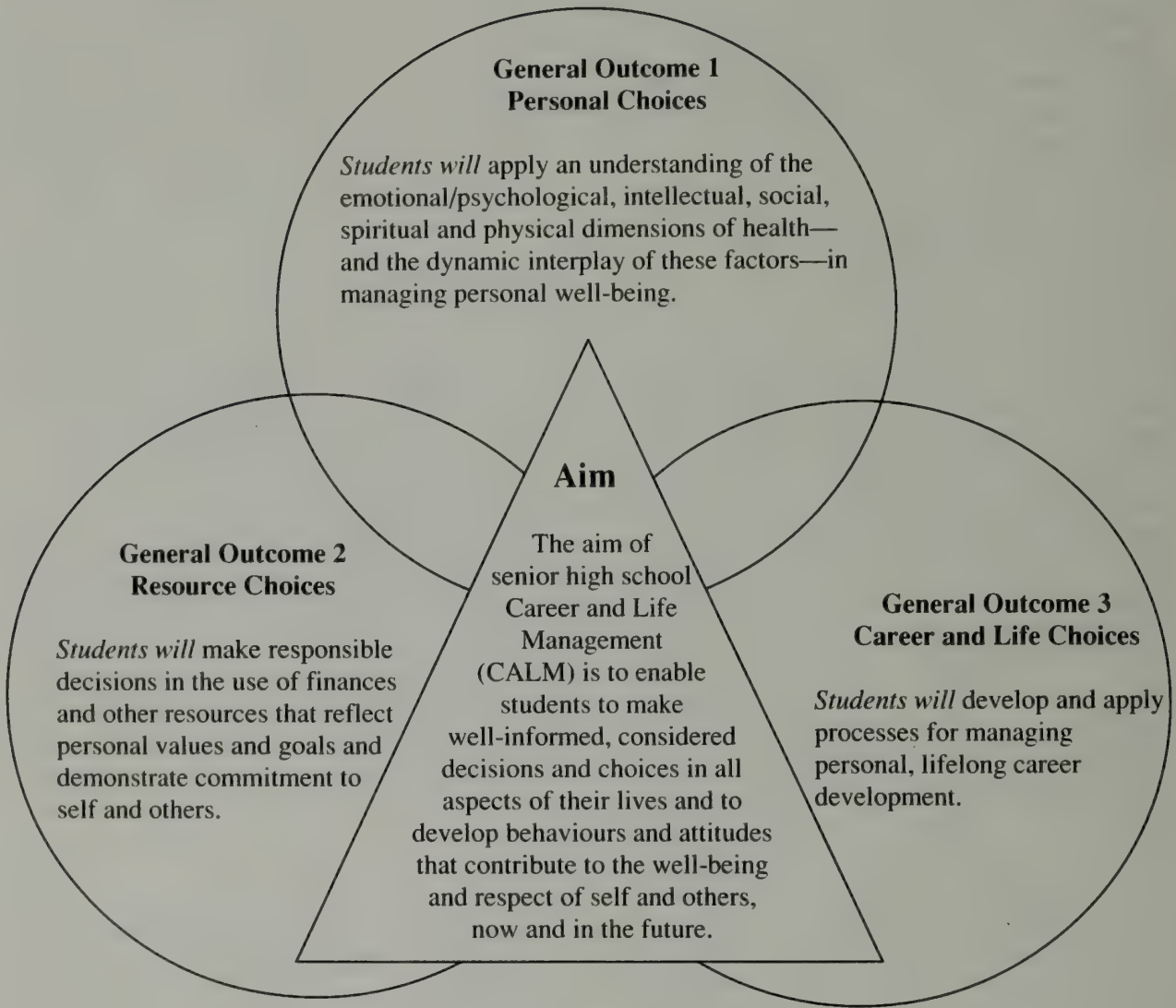
Specific Outcomes

Each general outcome is elaborated with a set of specific outcomes. Specific outcomes are identified with a letter and number; e.g., P5. apply a variety of strategies for lifelong learning. Each specific outcome is supported by bulleted examples. These bulleted examples **do not form part of the required course** but are provided as an illustration of how the specific outcomes might be developed.

Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Health and Life Skills Kindergarten to Grade 9 program. The specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health. Students can extend and refine learning in real-life situations. This is the core of health literacy.

Depending on the learning context and developmental needs of students, specific outcomes can be integrated or reclustered.



GENERAL AND SPECIFIC OUTCOMES

General Outcome 1: Personal Choices

Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Specific Outcomes

Students will:

- P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life
- describe the combination of factors that contribute to personal well-being
 - examine the determinants of health and their effect on lifestyle choices
 - explain the holistic nature of well-being
 - demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
 - describe the importance of balance in life and the changing/dynamic nature of this balance
- P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
- appreciate the value of positive attitudes about self when making choices
 - analyze poor choices or lack of ability to pursue healthy choices and decisions
 - assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health
 - evaluate the impact of situations of risk and risks in combination
 - describe how peer pressure and the expectations of others influence choices
 - develop and implement a personal plan to improve one aspect of well-being
- P3. develop and assess personal strategies to enhance creative thinking skills
- explain the thinking process
 - analyze the effect of positive attitude on thinking
 - apply creative thinking strategies
 - describe how learning expands problem-solving capabilities
- P4. develop approaches/tactics for creative problem solving and decision making
- describe the existence of self and the importance of self-confidence
 - assess own well-being and own ability to cope with challenges and overcome obstacles
 - analyze the ability to make a change or difference, for self and others
 - explain the impact of continual change and growth in life
 - discuss living and liking life's challenges
- P5. apply a variety of strategies for lifelong learning
- identify characteristics of effective learners
 - apply skills for learning, studying and being assessed
 - practise skills and strategies for managing time and dealing with procrastination
 - distinguish among learning styles, and develop strategies to adapt to various learning situations
 - apply relevant brain-based learning research to develop effective learning strategies
 - describe the relationship between continual personal change and growth in the thinking and learning process—lifelong learning

- P6. determine practices and behaviours that contribute to optimal physical well-being
- describe how individuals have control over physical and other dimensions of well-being
 - analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being
 - develop and implement health action plans
- P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being
- describe the components of emotional/spiritual well-being
 - explain how feelings affect moods and behaviours
 - examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed—personal responsibility for constructive expression
 - discuss possible consequences of not constructively dealing with emotions—anger, depression, suicide
 - describe external influences on emotional/spiritual expression
- P8. develop and assess strategies for anticipating, identifying, managing and embracing change
- recognize that change and stress are inevitable in life
 - develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress
 - explain role conflict and role transition
 - identify skills for continual change and growth, including ongoing communication with self
 - examine the dynamic nature of balance and the ongoing importance of balance
- P9. demonstrate and apply effective communication, conflict resolution and team-building skills
- examine methods of communication, barriers to communication and strategies to enhance communication
 - describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict
 - apply skills to deal with negative peer pressure and negative views of others
- P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships
- explain our need for relationships
 - identify positive elements of relationships; i.e., trust, integrity, respect, responsibility
 - describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
 - describe how roles and role expectations change with age, growth and changes in life
 - generate a list of ways to provide support to others
 - identify strategies for dealing with significant change and loss in a relationship and for ending a relationship
 - develop strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships
- P11. *examine the relationship between commitment and intimacy in all its levels*
- *identify expectations and commitments in various relationships*
 - *examine a range of behaviours for handling sexual involvement*
 - *describe how personal values play a role in relationships*
 - *explain the role of trust and ways to establish trust in a relationship*
 - *develop strategies for dealing with jealousy*

P12. *examine aspects of healthy sexuality and responsible sexual behaviour*

- *explain the ongoing responsibility for being sexually healthy*
- *examine a range of behaviours and choices regarding sexual expression*
- *describe sexually healthy actions and choices for one's body, including abstinence*
- *analyze strategies for choosing responsible and respectful sexual expression*
- *describe the ways in which personal values influence choices*
- *assess the consequences of being sexually active*

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure, body image and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- examine support systems for assessing and maintaining health and well-being
- identify support systems and resources for unhealthy relationships and strategies for contacting/using them
- explain ways to learn responsible consumer strategies and actions of responsible citizenship

General Outcome 2: Resource Choices

Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Specific Outcomes

Students will:

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources—time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices
- explain how personal resources can grow with maturity, education and new contacts
- examine the fundamentals of getting and using money—basic information on getting an income, deductions, paying taxes, using money for various expenses
- prepare and use a personal budget
- identify strategies for making the most of an income—understanding spending, reducing spending, meeting financial commitments and obligations, saving

R2. compare needs, wants and consequences, with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools
- examine the negative impact of gambling, lotteries and high-risk “get rich” strategies

- R3. examine sources of lifestyle aspirations, and relate these to personal resources
- describe how personal values, goals and lifestyle choices must be integrated into a financial plan
 - define and assess the components of a personal resource plan
 - define and assess the components and characteristics of a financial plan
 - explain why plans must be flexible to adapt to changes
 - examine how to change plans as goals and/or lifestyles change and in response to new information
 - analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources
- R4. demonstrate knowledge of and a commitment to achieving personal financial goals
- identify the benefits of proactive personal financial planning
 - develop the skills for calculating net worth and other indicators of the status of personal resources
 - explain the importance of flexibility
 - generate a list of strategies for persisting in meeting financial and personal goals
- R5. determine the varied implications and challenges of independent/interdependent living
- develop a personal budget
 - assess strategies for finding a place to live
 - develop strategies for finding a suitable roommate and living with a roommate
 - describe the rights and responsibilities of a tenant
 - examine the obligations of living independently
 - discuss the consequences of moving back home
- R6. develop strategies to be informed consumers
- explain the power and importance of sustainable development
 - describe the influences on personal consumer choices
 - develop marketplace skills
 - explain the rights and responsibilities of a consumer
 - practise the skills for communicating consumer concerns
 - classify forms of consumer protection
 - demonstrate informed consumer actions regarding health issues, products and services
 - analyze the impact of personal values, wants and needs on being an informed and responsible consumer
- R7. evaluate the services and costs of various types of financial institutions
- identify types of financial institutions
 - describe types of accounts and their uses
 - develop basic banking skills, including electronic fund transfers (EFT) such as automated teller machines (ATMs), online banking, telephone banking
 - examine the use of debit cards and their benefits and limitations
 - analyze the use of other cheque cashing services and their benefits and limitations
- R8. evaluate the advantages and disadvantages of credit
- describe the need for credit, the forms of credit and the procedures for obtaining credit
 - generate strategies for using credit wisely
 - examine the costs of using credit, the dangers of overextended buying and the impact of credit ratings
- R9. examine various types of investments and the practical and ethical issues of investing
- describe the continuum of saving and investing, various common investments and the pyramid of risk
 - explain why investments appreciate and depreciate in value

- discuss investing with personal values, the meaning of “ethical investing” and the importance of being a wise consumer in this regard

R10. identify and analyze a variety of types of insurance

- identify insurable risk factors
- analyze consumer strategies for obtaining appropriate insurance; e.g., automobile, tenant, health, travel, home/condominium, disability, life
- examine issues of insurance fraud

R11. develop strategies to overcome potential resource challenges

- examine ways to adapt financial plans and spending in response to both planned and unexpected changes in life; i.e., by envisioning possible futures, by anticipating obstacles and adjusting plans to handle possible changes
- explain the importance of flexibility in making financial decisions and taking action
- analyze strategies to deal with crises

General Outcome 3: Career and Life Choices

Students will develop and apply processes for managing personal, lifelong career development.

Specific Outcomes

Students will:

C1. examine the components of effective career development as a lifelong process

- describe the career planning process and principles
- relate present daily living skills and experiences to career aspirations
- explain the importance of ongoing self-assessment and self-appraisal

C2. update and expand a personal profile related to potential career choices

- assess personal assets, such as interests, competencies—including skills, abilities, aptitudes and talents—personality traits, limitations and strengths, to expand a personal profile
- assess employability skills and personal, transferable and knowledge-based skills to expand the personal profile
- examine other influential factors, including aspirations, attitudes, values, goals and the expectations of others, or lack thereof, to include in the personal profile

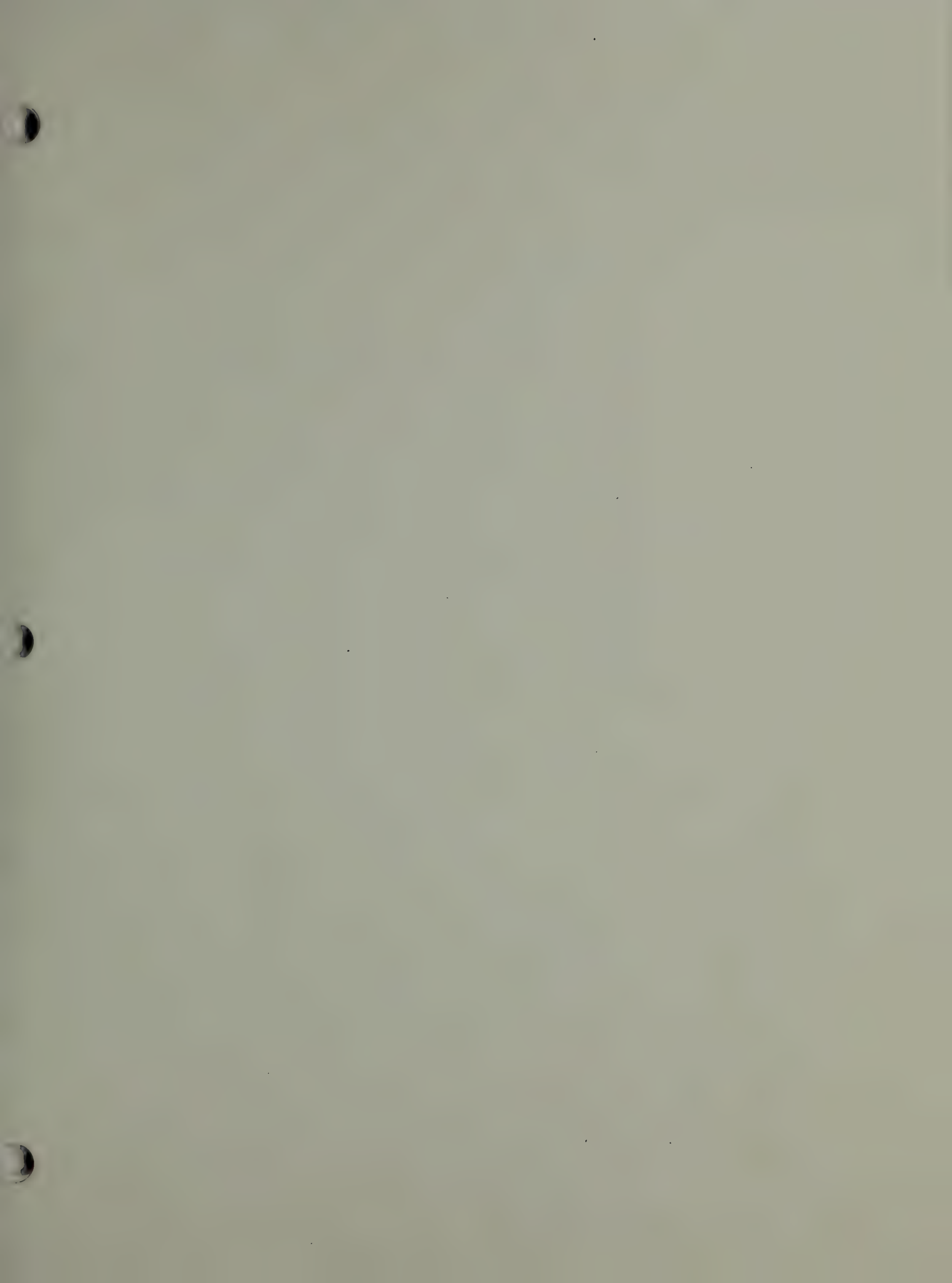
C3. examine the relationship among career planning, career decisions and lifestyles

- explain how decision making, goal setting and planning are ongoing, integrated actions
- demonstrate the use of a decision-making process as part of the career planning process
- describe various factors that can affect opportunities for education and careers
- explain why being resourceful is important to success

C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work

- describe the types and amount of work that can be done now
- assess existing opportunities for work experience, cooperative education, and volunteer and paid part-time work
- use the community in a search for information and experience through career mentoring, job shadowing, investigative interviewing, networking and personal research
- build one or more plans for a transition period of 3 to 5 years
- analyze the career paths of others

- C5. develop a quality career portfolio
- describe various sources of personal career aspirations
 - assess a wide range of career possibilities
 - build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career choices
 - discuss the importance of persistence and the creation of options throughout career development planning
 - build a quality career portfolio by combining the occupational profile and the personal information profile
 - discuss how a career portfolio can be used
- C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs
- develop a network of information about a wide range of possibilities
 - assess the range of possibilities, their costs, and the available assistance and funding
- C7. analyze variations in employment and the implications in the life career process
- analyze the value of work in one's life
 - assess the changing nature of the workplace and the ramifications of unemployment, underemployment, seasonal work and other patterns of employment
 - explain the importance of flexibility in career planning
- C8. determine skills, attitudes and behaviours necessary to getting a position
- identify job search strategies for volunteer and paid positions
 - describe personal marketing strategies to find employment
 - develop guidelines for the use of portfolios and résumés, and strategies to find the "hidden job market"
- C9. determine the skills, attitudes and behaviours necessary for retaining a job
- analyze workplace protocol
 - assess strategies for meeting employer expectations to succeed at a job
 - examine the issues and strategies for leaving a job and losing a job
- C10. investigate employer and employee ethics, rights and responsibilities
- examine the responsibilities and rights of employers
 - investigate issues and regulations regarding health and safety on the job
 - examine the responsibilities and rights of employees, and suggest strategies for realizing these
 - generate a list of strategies for identifying and dealing with discrimination in the workplace
- C11. design a plan for turning life goals and aspirations into reality
- consider aspects of enterprise and innovation as possibilities
 - examine various entrepreneurs and their success
 - generate a list of ways to deal with the challenges of "going out on one's own"



CAREER AND TECHNOLOGY STUDIES

Programs of Study

Career and Technology Studies (CTS), for Grade 7 to Grade 12, has been authorized for implementation. For all 22 strands, the mandated *programs of study* are shaded and incorporated into the *Guides to Standards and Implementation* (GSIs).

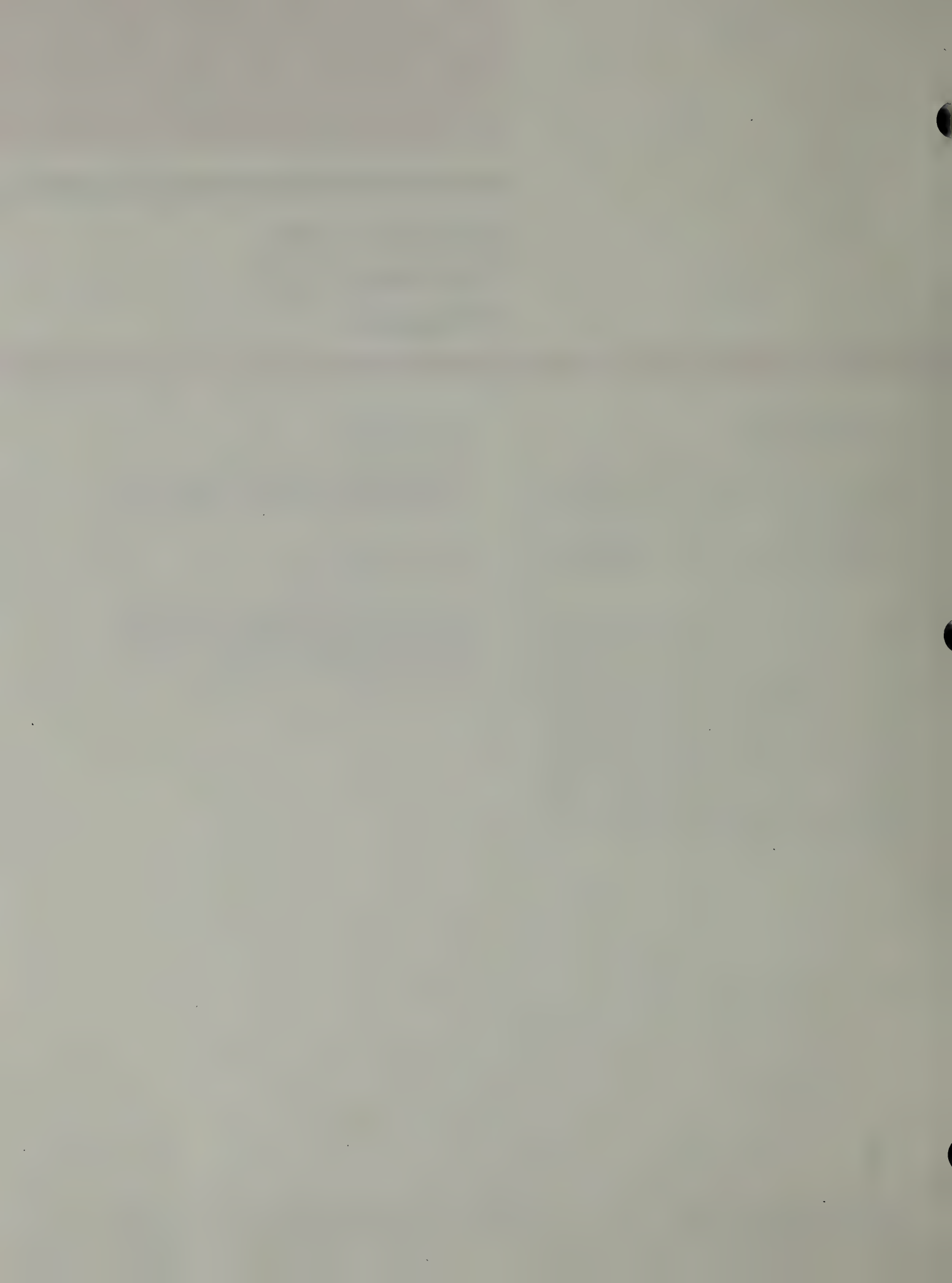
One print copy, of each *program of studies* portion only, has been distributed to all junior and senior high schools in the province. Additional copies of the *programs of study*, and copies of the GSIs, are available for purchase from the Learning Resources Distributing Centre (LRDC). The GSIs can be found on the Internet through the Alberta Education home page at <<http://ednet.edc.gov.ab.ca>> under Students & Learning, Student Programs, Career and Technology Studies.

Implementation

The implementation date for the Career and Technology Studies program is September 1997.

Learning Resources

Basic learning resources for CTS are listed in the print and electronic LRDC *Buyers Guide*; in Alberta Education's electronic Authorized Resources Database; and in the GSIs.





FINE ARTS

CONTENTS

Art [general]

Art 10-20-30

Art 11-21-31

Drama 10-20-30

Choral Music 10-20-30

General Music 10-20-30

Instrumental Music 10-20-30

ART

GENERAL INTRODUCTION

PHILOSOPHY

Art education is concerned with the **organization of visual material**. A primary reliance upon visual experience gives an emphasis that sets it apart from the performing arts. Acquiring proficiency in art requires systematic instruction in **how we see, interpret and make sense of visual stimuli**. It requires an understanding of how others interpret the visual messages which are products of this kind of activity. It requires an education in the use of traditional and contemporary tools, materials and media.

Art education is concerned with **having individuals think and behave as artists**. For the purposes of art education, the term "artist" is equally valid to describe one who has worked for a lifetime or someone who is a relative beginner. Ultimately, art is accessible to all individuals. Its practice results in changing the individual, in changing the relationship among individuals, or in changing the social/physical environment.

Art education is concerned with **pointing out the values that surround the creation and cherishing of art forms**. Art is not merely created, it is valued. The relative values given to art products not only tell us about those who produce them, but introduce notions of how values have changed over time. Learning to see gives us the means to view the works of others and perhaps to relate that to our own works. In

this case, however, searching for organization may be helped by knowledge about other people's priorities.

Art education deals with ways in which people **express their feelings in visual forms**. Art takes the human condition as the focus of study. Persons involved in the visual arts reflect upon and externalize their personal feelings and intuitions or those of their fellow human beings. As artists, they share this ability with the writer, the poet and the musician. In making parallels and discovering relationships with the performing and literary arts we gain a sense of common purpose.

Art education deals with **making and defending qualitative judgments about artworks**. Becoming a perceptive critic attunes the individual to the unique contribution of the artist. By adopting the stance of critic we can develop methods of qualitative differentiation. We gain a sense that not all art is the same, and we are able to articulate reasons for preferring one work over another.

INTRODUCTION TO SENIOR HIGH SCHOOL ART PROGRAMS

The senior high art program offers six courses divided into two patterns or sequences: the general art program — Art 10-20-30, and the art studies program — Art 11-21-31.

The series of general art courses — Art 10-20-30 — is a unified, sequential program with common goals that span the entire secondary program and focus on three major components of visual learning: **Drawings** or delineations; **Compositions** or structures; and **Encounters** with art. This sequence of courses has a significant studio component.

Art studies is a three-level series — Art 11-21-31 — designed as a sequence of visual experiences intended to provide the student with a knowledge base in the discipline of art, with an emphasis on the student as perceptive critic, consumer and historian. It is a course in understanding images, not creating them. It is a study of culture through images designed to take the student from consideration of his or her own experiences with art, through an historical analysis of art forms, to a more global investigation of art in the emerging culture.

Senior high art courses may be offered for 3, 4 or 5 credits, with the exception of Art 30 and 31 which must be offered for 5 credits.

GENERAL ART COURSES 10-20-30

Goals and Objectives

From the general philosophy statement, a series of goals have been drawn. They are set in three categories and provide the framework for the Alberta art program in Grades 7 through 12.

Drawings

Students will:

1. Acquire a repertoire of approaches to recording visual information.
2. Develop the ability to investigate visual relationships in their recorded images and in the environment.
3. Express technical competencies and individual insights.
4. Apply visual, analytical and critical skills, and develop control and competency.

Compositions

Students will:

1. Develop competence with the components of images: media, techniques and design elements.
2. Analyze the relationships among components of images.
3. Express meaning through control of visual relationships.

Encounters

Students will:

1. Investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.
2. Understand that the role and form of art differs through time and across cultures.
3. Understand that art reflects and affects cultural character.

Overview of Art 10-20-30

The general art program for Grades 7 through 12 is a unified, sequential course that focuses on three major components of visual learning:

Drawings or delineations

- all the ways we record visual information and discoveries

Compositions or structures

- all the ways images are put together to create meaning

Encounters with art

- where we meet and how we respond to visual imagery.

Since each of these divisions requires specific strategies to convey meaning, the courses for Grades 7 to 12 emphasizes these skills. The three divisions are present throughout the entire sequence of Art 7, 8, 9, 10, 20 and 30 and form the basis for the organization of objectives and concepts for each grade level.

More specifically, **Drawings** encompasses the recording, investigating, communicating, evaluating and articulating aspects of making images. **Compositions** deals with the organizations, components and relationships involved in the creation of images. **Encounters** involves looking at images and artifacts: the sources of images (finding ideas for making art), transformations through time (learning about the art of other times and changing imagery), and the impact of images (learning to understand and appreciate the purposes and effects of art). Each of these aspects of **Drawings, Compositions and Encounters** can be seen to correspond to a program goal, and each has specific objectives associated with it for each grade level.

The first section of the program contains the **Scope and Sequence** charts of objectives for each grade, separated into **Drawings, Compositions and Encounters**. These charts show the sequential, developmental nature of learning in these three areas from grade to grade and illustrate the relationships between the sections for each grade level.

The next section of the program contains the objectives and concepts for each grade level. Objectives and concepts need not be approached separately or sequentially, as presented within a grade. Rather, they should be ordered and grouped according to the individual teaching situation. The objectives and concepts presented are designed to be a basic program at each grade level. All concepts should be touched upon in each year's program; however, the extent to which any concept is combined, extended or summarized is a teacher decision. It is important to stress that teachers should integrate and balance all three approaches — **Drawings, Compositions and Encounters** — in their program.

Since a large component of an art program involves **media** by which we make thought visible through images, it should be noted that this program leaves the choices of media and the associated techniques up to the teacher. It is expected that teachers will use media of their choice, but students should have opportunities to work in both two- and three-dimensions at each level of the program.

Required/Elective

In each senior high course, the content of which is required to be taught, are the objectives (e.g., Components 1 or Organizations 1) and at least one concept that is supportive of each objective. The remaining concepts are part of the elective portion of each course and may be taught at the discretion of the teacher and depending on whether the course is being offered for 3, 4 or 5 credits.

SCOPE AND SEQUENCE — OBJECTIVES

Drawings

Drawing is a visual search for meaning. Using a variety of materials and techniques, drawing is an individual, expressive response to some specific experience. Such experience may come from the individual or the group, or may result from a problem to be solved, or from direct inquiry.

	ART 10	ART 20	ART 30
Record	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL ACQUIRE A REPERTOIRE OF APPROACHES TO RECORD VISUAL INFORMATION.</i>	- combine description, expression and cognition in the drawing process	- draw for confidence and consolidation of head-to-hand skills	- achieve personal style
Investigate	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL DEVELOP THE ABILITY TO INVESTIGATE VISUAL RELATIONSHIPS IN THE ENVIRONMENT AND IN THEIR RECORDED IMAGES.</i>	- develop and refine drawing skills and styles	- develop and refine drawing skills and styles	- develop and refine drawing skills and styles
Communicate	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL EXPRESS PERSONAL VISUAL COMPETENCIES AND INSIGHTS.</i>	- investigate varieties of expression in making images	- explore a personal selection of expressions	- exhibit a personal style through in-depth studies
Articulate and Evaluate	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL APPLY VISUAL, ANALYTICAL AND CRITICAL SKILLS AND DEVELOP CONTROL AND COMPETENCY.</i>	- use the vocabulary and techniques of art criticism to analyze their own works	- use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the works of others	- use the vocabulary and techniques of art criticism to analyze and evaluate their own works in relation to the works of professional artists

SCOPE AND SEQUENCE — OBJECTIVES (continued)

Compositions

Composition is a search for a unified visual statement. It articulates meaning through control of elements and their relationships. The student organizes visual material to generate thought and to make thought visible.

	ART 10	ART 20	ART 30
Components	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL BECOME FAMILIAR WITH THE COMPONENTS OF IMAGES, MEDIA TECHNIQUES AND DESIGN ELEMENTS.</i>	<ul style="list-style-type: none"> - extend their knowledge of and familiarity with the elements and principles of design through practise in composing two- and three-dimensional images - solve teacher-directed problems of unity and emphasis in creating compositions 	<ul style="list-style-type: none"> - use non-traditional approaches to create compositions in both two and three dimensions 	<ul style="list-style-type: none"> - use personal experiences as sources for image making
Relationships	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL ANALYZE THE RELATIONSHIPS AMONG COMPONENTS OF IMAGES.</i>	<ul style="list-style-type: none"> - solve teacher-directed spatial problems of movement and direction in the creation of compositions - use the vocabulary of art criticism to develop and accept analyses of their own works 	<ul style="list-style-type: none"> - solve teacher- and student-developed problems by varying the dominance of design elements for specific visual effects - use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the works of others 	<ul style="list-style-type: none"> - develop and solve design problems - use the vocabulary and techniques of art criticism to analyze and evaluate their own works in relation to the works of professional artists
Organizations	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
<i>STUDENTS WILL EXPRESS MEANING THROUGH CONTROL OF VISUAL RELATIONSHIPS.</i>	<ul style="list-style-type: none"> - experiment with various representational formats - be conscious of the emotional impact that is caused and shaped by a work of art 	<ul style="list-style-type: none"> - demonstrate control over various components of compositions 	<ul style="list-style-type: none"> - develop a portfolio of works that will represent their personal style

SCOPE AND SEQUENCE — OBJECTIVES (continued)

Encounters

Art making articulates thought and imagination. Through images, we communicate with one another within our communities and across time and cultures. Encounters with the sources, transformations and impact of images are essential for understanding art.

	ART 10	ART 20	ART 30
	<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
Sources of Images			
<i>STUDENTS WILL INVESTIGATE NATURAL FORMS, HUMAN-MADE FORMS, CULTURAL TRADITIONS AND SOCIAL ACTIVITIES AS SOURCES OF IMAGERY THROUGH TIME AND ACROSS CULTURES.</i>	- investigate the process of abstracting form from a source in order to create objects and images	- recognize that while the sources of images are universal, the formation of an image is influenced by the artist's choice of medium, the time and the culture	- research selected artists and periods to discover factors in the artists' environments that influenced their personal visions
Transformations Through Time			
<i>STUDENTS WILL UNDERSTAND THAT THE ROLE AND FORM OF ART DIFFERS THROUGH TIME AND ACROSS CULTURES.</i>	- compare the image content of certain periods	- investigate the impact of technology on the intentions and productions of the artist	- analyze the factors that generate a work of art, or an artistic movement: the experiences of the artists and the impact of the culture
Impact of Images			
<i>STUDENTS WILL UNDERSTAND THAT ART REFLECTS AND AFFECTS CULTURAL CHARACTER.</i>	- become aware of the relationship between function and form in artistic productions	- acquire a repertoire of visual skills useful for the comprehension of different art forms	- question sources of images that are personally relevant or significant to them in contemporary culture

ART 10-20-30

ART 10

DRAWINGS

Students will:

Record

COMBINE DESCRIPTION, EXPRESSION AND COGNITION IN THE DRAWING PROCESS.

Concepts

- A. Subject matter and expressive intention can be depicted with a variety of notational marks.
- B. The expressive content of drawings is affected by the drawing media selected.

Investigate

DEVELOP AND REFINE DRAWING SKILLS AND STYLES.

Concepts

- A. A change in drawing techniques can express a different point of view about the same subject matter.
- B. Tactile qualities of surfaces can be rendered through controlled use of line.

C. Linear perspective is a representational device that gives the illusion of three-dimensional pictorial space.

D. Natural forms can be used as sources of abstract images and designs.

Communicate

INVESTIGATE VARIETIES OF EXPRESSION IN MAKING IMAGES.

Concepts

- A. Drawings can express the artist's concern for social conditions.
- B. A drawing can be a formal, analytical description of an object.

Articulate and Evaluate

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO ANALYZE THEIR OWN WORKS.

Concepts

- A. Discussing the components of composition is part of learning to talk about art.

COMPOSITIONS

Students will:

Components 1

EXTEND THEIR KNOWLEDGE OF AND FAMILIARITY WITH THE ELEMENTS AND PRINCIPLES OF DESIGN THROUGH PRACTISE IN COMPOSING TWO- AND THREE-DIMENSIONAL IMAGES.

Concepts

- A. Colour and value concepts are important components of an artist's compositional skill.
- B. Positive and negative space are essential to the description of two- and three-dimensional forms.

Components 2

SOLVE TEACHER-DIRECTED PROBLEMS OF UNITY AND EMPHASIS IN CREATING COMPOSITIONS.

Concepts

- A. Compositions use positioning and grouping of subjects for different meanings and emphasis.
- B. Unity is achieved by controlling the elements of a composition within the picture plane.

Relationships 1

SOLVE TEACHER-DIRECTED SPATIAL PROBLEMS OF MOVEMENT AND DIRECTION IN THE CREATION OF COMPOSITIONS.

Concepts

- A. Movement, rhythm and direction are used in recording humans and their activities.

Relationships 2

USE THE VOCABULARY OF ART CRITICISM TO DEVELOP AND ACCEPT ANALYSES OF THEIR OWN WORK.

Concepts

- A. Describing and discussing media and techniques used in one's own works will develop vocabulary.
- B. Describing and discussing components of design are part of the process of analyzing one's own work.

Organizations 1

EXPERIMENT WITH VARIOUS REPRESENTATIONAL FORMATS.

Concepts

- A. Various materials alter representational formats and processes used in achieving certain intended effects.

Organizations 2

BE CONSCIOUS OF THE EMOTIONAL IMPACT THAT IS CAUSED AND SHAPED BY A WORK OF ART.

Concepts

- A. Image making is a personal experience created from ideas and fantasies.
- B. Mood is created by tools like atmospheric perspective.

ENCOUNTERS

Students will:

Sources of Images

INVESTIGATE THE PROCESS OF ABSTRACTING FORM FROM A SOURCE IN ORDER TO CREATE OBJECTS AND IMAGES.

Concepts

- A. Artists simplify, exaggerate and rearrange parts of objects in their depictions of images.
- B. Artists select from natural forms in order to develop decorative motifs.

Transformations Through Time

COMPARE THE IMAGE CONTENT OF CERTAIN PERIODS.

Concepts

- A. Works of art contain themes and images that reflect various personal and social conditions.
- B. Technology has an affect on materials used in image making.

Impact of Images

BECOME AWARE OF THE RELATIONSHIP BETWEEN FUNCTION AND FORM IN ARTISTIC PRODUCTIONS.

Concepts

- A. Simplified form communicates the purpose and function of designed objects.
- B. The function of an artwork can be emphasized by its decoration.

ART 20

DRAWINGS

Students will:

Record

DRAW FOR CONFIDENCE AND CONSOLIDATION OF HEAD-TO-HAND SKILLS.

Concepts

- A. Sketching and composing skills can be developed by drawing from representational sources.
- B. Developing expertise in one particular drawing medium may further develop personal competence.
- C. Combining mental images and representational images in drawing may provide a challenge to an individual's drawing skills.

Investigate

DEVELOP AND REFINE DRAWING SKILLS AND STYLES.

Concepts

- A. Points of view can vary according to the expressive purposes of the drawing.

- B. Partial delineations demonstrate a control of space and form by the use of implied line.
- C. Control of proportion and perspective enhances the realism of subject matter in drawing.

Communicate

EXPLORE A PERSONAL SELECTION OF EXPRESSIONS.

Concepts

- A. Personally selected themes can provide images for expressive drawing investigations.

Articulate and Evaluate

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO INTERPRET AND EVALUATE BOTH THEIR OWN WORKS AND THE WORKS OF OTHERS.

Concepts

- A. Understanding styles or artistic movements related to visual studies is part of developing critical abilities.
- B. Discussing the compositional relationships and effectiveness of components is part of learning to interpret one's own artwork.
- C. Identifying similarities in artworks can enhance interpretive discussions of concerns, themes, subjects or treatments.

COMPOSITIONS

Students will:

Components

USE NON-TRADITIONAL APPROACHES TO CREATE COMPOSITIONS IN BOTH TWO AND THREE DIMENSIONS.

Concepts

- A. The use of non-traditional media affects the development of a two- or three-dimensional object.
- B. The exploration of existing technology may influence the development of two- and three-dimensional images.
- C. Chance occurrences or accidental outcomes can influence the making of a work of art.

Relationships 1

SOLVE TEACHER- AND STUDENT-DEVELOPED PROBLEMS BY VARYING THE DOMINANCE OF DESIGN ELEMENTS FOR SPECIFIC VISUAL EFFECTS.

Concepts

- A. Meaning in composition is affected by reversing or distorting positive and negative elements.
- B. Exaggerating, distorting and rearranging parts of images are means of solving visual problems.
- C. Shifting perspective or changing the point of view are means of solving visual problems.

Relationships 2

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO INTERPRET AND EVALUATE BOTH THEIR OWN WORKS AND THE WORKS OF OTHERS.

Concepts

- A. Meaning is expressed in works of art through subject choice, media selection and design element emphasis.
- B. Art forms may be classified according to stylistic characteristics.

Organizations

DEMONSTRATE CONTROL OVER VARIOUS COMPONENTS OF COMPOSITIONS.

Concepts

- A. Developing several approaches to a single problem can demonstrate a refinement of organization and structure in composition.
- B. An important aim of the artist is to develop compositional skills.

ENCOUNTERS

Students will:

Sources of Images

RECOGNIZE THAT WHILE THE SOURCES OF IMAGES ARE UNIVERSAL, THE FORMATION OF AN IMAGE IS INFLUENCED BY THE ARTIST'S CHOICE OF MEDIUM, THE TIME AND THE CULTURE.

Concepts

- A. Different periods of history yield different interpretations of the same subject or theme.
- B. Artists and craftspeople use the possibilities and limitations of different materials to develop imagery.
- C. Different cultures exhibit different preferences for forms, colours and materials in their artifacts.

Transformations Through Time

INVESTIGATE THE IMPACT OF TECHNOLOGY ON THE INTENTIONS AND PRODUCTIONS OF THE ARTIST.

Concepts

- A. The adoption of a new medium will effect change in an artist's work.
- B. Technology has an impact on the artist's role in modern society.
- C. Technology has an affect on materials and imagery used in modern sculpture and painting.

Impact of Images

ACQUIRE A REPERTOIRE OF VISUAL SKILLS USEFUL FOR THE COMPREHENSION OF DIFFERENT ART FORMS.

Concepts

- A. The relationships of different features of a work of art may be compared to the total effect of the work.

- B. Artists depict subjects from different points of view.
- C. Throughout history, a wide range of media and techniques have been used to make art.

ART 30

DRAWINGS

Students will:

Record

ACHIEVE PERSONAL STYLE.

Concepts

- A. Individual treatments of subject or thematic matter may serve to identify individual artists.

Investigate

DEVELOP AND REFINE DRAWING SKILLS AND STYLES.

Concepts

- A. A repertoire of drawing techniques is needed to express visual ideas.
- B. Explorations of a technical or creative nature may lead individuals into highly personalized work sessions.

Communicate

EXHIBIT A PERSONAL STYLE THROUGH IN-DEPTH STUDIES.

Concepts

- A. Recording the development of visual ideas in a consistent manner is a part of developing personal style.

- B. A series of complete compositions presented for public display provides a visual statement about an artist.

Articulate and Evaluate

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO ANALYZE AND EVALUATE THEIR OWN WORKS IN RELATION TO THE WORKS OF PROFESSIONAL ARTISTS.

Concepts

- A. An understanding of major 20th century artists and movements adds to the ability to evaluate one's own work.
- B. Identification of similarities and differences between the students and professional artists enhances analysis of their own work.
- C. The ability to discriminate between subjective response and an analytic response enhances analysis of one's own work.

COMPOSITIONS

Students will:

Components

USE PERSONAL EXPERIENCES AS SOURCES FOR IMAGE MAKING.

Concepts

- A. The selection and presentation of perceptions, conceptions and experience as visual content for artworks is an important aim of the artist.
- B. Planned and spontaneous methods of working are ways of developing visual images.
- C. Colour modifies the experience or idea presented in visual form.

Relationships 1

DEVELOP AND SOLVE DESIGN PROBLEMS.

Concepts

- A. Individually devised or discovered design problems may lead to highly personalized works.

Relationships 2

USE THE VOCABULARY AND TECHNIQUES OF ART CRITICISM TO ANALYZE AND EVALUATE THEIR OWN WORKS IN RELATION TO THE WORKS OF PROFESSIONAL ARTISTS.

Concepts

- A. Criteria such as originality, organization, technique, function and clarity of meaning may be applied in evaluating works of art.
- B. Artworks may be analyzed for personal, social, historic or artistic significance.

Organizations

DEVELOP A PORTFOLIO OF WORKS THAT WILL REPRESENT THEIR PERSONAL STYLE.

Concepts

- A. Artistic concerns and styles will determine the conception and the organization of images.
- B. Personal preferences for a medium influence visual problem-solving methods.

ENCOUNTERERS

Students will:

Sources of Images

RESEARCH SELECTED ARTISTS AND PERIODS TO DISCOVER FACTORS IN THE ARTISTS' ENVIRONMENTS THAT INFLUENCED THEIR PERSONAL VISIONS.

Concepts

- A. Personal situations and events in artists' lives affect their personal visions and work.
- B. Historical events and society's norms have an affect on an artist's way of life and work.

Transformations Through Time

ANALYZE THE FACTORS THAT GENERATE A WORK OF ART, OR AN ARTISTIC MOVEMENT: THE EXPERIENCES OF THE ARTISTS AND THE IMPACT OF THE CULTURE.

Concepts

- A. A specific artistic movement and its works of art are influenced by the members' philosophic theme, stylistic identity and relationship to the community in which they exist.
- B. A specific artistic movement and its works of art influence later artistic movements.

Impact of Images

QUESTION SOURCES OF IMAGES THAT ARE PERSONALLY RELEVANT OR SIGNIFICANT TO THEM IN CONTEMPORARY CULTURE.

Concepts

- A. Imagery can depict an important local, political or social issue.
- B. Imagery can depict important aspects of the student's own life.

ART 11-21-31

OVERVIEW

Designed to complement the Art 10-20-30 courses in high school, Art 11-21-31 examines the role art plays in people's lives, how it comes into being, and how people respond to it. This series of courses is designed to expand the opportunities for study in art in the high schools. It is intended to help provide needed accessibility, relevance and flexibility to the teaching of art in Alberta high schools.

Art 11-21-31 is a series of three courses unified by general goals that focus on three major components of learning in visual art:

- Function:** The ways visual imagery is used to express, shape and reflect values, beliefs and conflicts in society.
- Creation:** The achievements of artists in the past and present, including their ways of working.
- Appreciation:** Opportunities to perceive and respond to visual qualities in works of art.

Ten goals identified with these three components are the basis for objectives and concepts at each level. Each course uses the components as a framework and treats them through a different approach.

PHILOSOPHY

Art education is concerned with the organization of visual material. A primary reliance upon visual experience sets art education apart from the performing arts. Acquiring proficiency in art requires systematic instruction in how we see, interpret and make sense of visual stimuli. It requires an understanding of how others interpret the visual messages that are products of this kind of activity. It requires an education in the use of traditional and contemporary tools, materials and media.

Art education is concerned with having individuals think and behave as artists. For the purpose of art education, the term "artist" is equally valid to describe one who has worked for a lifetime or someone who is a relative beginner. Ultimately, art is accessible to all individuals. Its practice results in changing the individual, in changing the relationship among individuals or in changing the social/physical environment.

Art education is concerned with pointing out the values that surround the creation and cherishing of art forms. Art is not merely created, it is valued. The relative values given to art products not only tell us about those who produce them, but introduce notions of how values have changed over time. Learning to see gives us the means to view the works of others and perhaps to relate them to our own works. In this case, however, searching for organization may be helped by knowledge about other people's priorities.

Art education deals with ways in which people express their feelings in visual forms. Art takes the human condition as the focus of study. Persons involved in the visual arts reflect upon and externalize their personal feelings and intuitions or those of their fellow human beings. As artists, they share this ability with the writer, the poet and the musician. In making parallels and discovering relationships with the performing and literary arts, the art student gains a sense of common purpose.

Art education deals with making and defending qualitative judgments about artworks. Becoming a perceptive critic attunes the individual to the unique contribution of the artist. By adopting the stance of critic, methods of qualitative differentiation can be developed. The art student gains a sense that not all art is the same and is able to articulate reasons for preferring one work over another.

RATIONALE

Art 11-21-31 is a sequence of experiences intended to provide an opportunity for all students to gain knowledge in the discipline of art, with an emphasis on the student as perceptive critic, consumer and historian.

It is recognized that all students at the high school level do not wish to make art, but all should have an opportunity to become knowledgeable about it. Not everyone needs to make art, as not everyone needs to write novels or poems, yet as they enjoy reading, so they can enjoy art. As a need can be seen for informed members of society to be able to comprehend and appreciate written information, so a case can be made for a need to understand images.

The courses in the Art 11-21-31 program will enable students to achieve a greater level of cultural understanding of the creation of art by developing critical skills, and an appreciation of the role of art and artists in historical and contemporary society. The three consecutive levels of this program are designed to take students from consideration of their own experiences with art, through an historical analysis of art forms, to a more global investigation of art in contemporary culture.

THE COURSES

Art 11

This course surveys the role of the artifact in everyday life. Students will consider predominant themes conveyed by art forms. They will also consider the role of the artist and the artist's use of materials and processes, methods of critical analysis, and understanding of people's varied approaches to appreciating artworks. This course emphasizes the student's immediate culture and environment. It is designed to meet the needs of all students who have an interest in learning about art and complements the encounters, goals and objectives of Art 10-20-30.

Art 21

This course surveys the history of art in Western culture. It examines changes in the function of art, in the role and influence of artists, and in culture; all of which effect changes in artifacts over time. It emphasizes the changing view of art throughout history.

Art 31

This course examines the impact of international influences and modern technology on modern art and, in turn, modern art's impact on society. It emphasizes the contemporary point of view of society.

GENERAL GOALS — ART STUDIES 11-21-31

Function	Creation	Appreciation
1. The student will understand that art serves various symbolic, descriptive and decorative purposes in society.	1. The student will understand the role of the artist in the creation of artifacts.	1. The student will develop a personal approach to the appreciation of artifacts.
2. The student will understand that the role, form and value of art differs through time and across cultures.	2. The student will understand the role of culture in the creation of artifacts.	2. The student will analyze the affective power of artifacts over time and across cultures.
3. The student will understand that art reflects and affects cultural character.	3. The student will investigate the concept of style as it affects the creation of artifacts. 4. The student will become aware of how artists work with the components of artifacts: media, techniques and visual elements.	3. The student will analyze personal responses to visual imagery.

FOCUS

Function	Creation	Appreciation
What are the ways visual imagery is used to express, shape and reflect the values, beliefs and conflicts in society?	How are the achievements of artists in the past and present identified, including the particular ways they engage in expressive activity?	How can the student be given opportunities to perceive and respond to visual qualities in works of art?

SCOPE AND SEQUENCE — OBJECTIVES

Function of Art

What are the ways visual imagery is used to express, shape and reflect the values, beliefs and conflicts in society?

Art 11: The Power of the Artifact <i>Function: Purpose of Artifacts</i>	Art 21: Time Evolution of the Power of Art <i>Function: The Changing Role of Art in Society</i>	Art 31: The Contemporary Artifact <i>Function: The Impact of World Culture on the Purpose of Art</i>
<p>Students will:</p> <ol style="list-style-type: none"> 1. consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures 2. become aware of the use of artifacts for describing and recording phenomena 3. become aware of the function of artifacts for the visual enhancement of people and their environment. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. observe the changes in symbols and their meaning in art over time 2. consider the changing values placed on different art forms over time 3. identify changes over time in the ways people use art 4. consider the emerging value of historic artifacts. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. consider the sources of changing purpose and imagery in the art of our time 2. consider the subjective and expressive currents in the art of our time 3. consider the rational-formalist currents in the art of our time 4. consider the impact of technology on the purpose of art.

Creation of Art

How are the achievements of artists in the past and present identified, including the particular ways they engage in expressive activity?

<p>Art 11: The Power of the Artifact</p> <p><i>Creation of Artifacts</i></p>	<p>Art 21: Time Evolution of the Power of Art</p> <p><i>Creation: The Changing Profession of the Artist</i></p>	<p>Art 31: The Contemporary Artifact</p> <p><i>Creation: The Impact of Technology on the Creation of Art</i></p>
<p>Students will:</p> <ol style="list-style-type: none"> 1. consider the nature of artists' styles and their affect on the character of artifacts 2. consider the characteristic styles attributed to various cultures and historic periods as they affect the way that the culture or period is identified 3. learn how artists work with media and acquire the ability to distinguish materials and processes used in various kinds of artifacts 4. observe how artists achieve different effects using the elements and principles of composition. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. investigate the role and influence of artists on their societies in different eras 2. consider the development of patronage as a factor in the role of the artist 3. examine and compare a series of works developed over a period of time by a particular artist. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. observe the impact of technology on the creation of artifacts 2. consider the impact of technology on the style and role of the artist.

Appreciation of Art

How can the student be given opportunities to perceive and respond to visual qualities in works of art?

<p>Art 11: The Power of the Artifact</p> <p><i>Appreciation: Analyzing the Power of Artifacts</i></p>	<p>Art 21: Time Evolution of the Power of Art</p> <p><i>Appreciation: The Changing Form of Art in Society</i></p>	<p>Art 31: The Contemporary Artifact</p> <p><i>Appreciation: Modern Art and Society</i></p>
<p>Students will:</p> <ol style="list-style-type: none"> 1. be able to describe and characterize visual features of artifacts, such as subjects, media and design 2. be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis 3. consider how past experience influences personal reaction to a work of art 4. analyze what makes an artifact powerful over time and across cultures 5. become aware of the range and variety of forms of artistic expression. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. compare art styles in different historical periods 2. compare aesthetic standards as they have changed over time 3. investigate changes in subject matter and sources of imagery over time. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. examine how contemporary society acquires, appreciates and preserves artifacts 2. analyze various aspects of the modern artistic community 3. investigate the possibility of a characteristic Canadian style.

ART 11: THE POWER OF THE ARTIFACT

This course surveys the role of the artifact in everyday life. Students will consider predominant themes conveyed by art forms. They will also consider the role of the artist and the artist's use of materials and processes, methods of critical analysis, and understanding of people's varied approaches to appreciating artworks. This course emphasizes the student's immediate culture and environment. It is designed to meet the needs of all students who have an interest in learning about art and complements the encounters, goals and objectives of Art 10-20-30.

Objectives and Concepts

I. Function: Purpose of Artifacts

1. *Students will consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures.*
 - A. The themes of life and death are treated through artifacts such as tomb paintings, fertility gods, masks and totems and guardian figures.
 - B. Themes of dreams and fantasies are treated through artifacts such as paintings, advertising art, science fiction and surrealism.
 - C. Beliefs and deities are treated through artifacts such as monuments, icons and religious architecture.
 - D. The themes of authority and power are treated through artifacts such as crowns, uniforms, flags, emblems and public architecture.
 - E. Social position is identified through artifacts that symbolize office, profession, status, rank, degrees or honours, sexuality and heroism.
 - F. Artifacts serve personal functions when they give adornment, indicate mourning, rites of passage or celebration, give protection, suggest ferocity or personal power.

G. Art serves play and recreation functions, as in the design of objects used in games, such as chessmen, cards, dolls, puppets and toys.

2. *Students will become aware of the use of artifacts for describing and recording phenomena.*
 - A. Artifacts can describe and record events.
 - B. Artifacts can describe and record places.
 - C. Artifacts can describe and record people.
 - D. Artifacts can describe and record nature.
 - E. Artifacts can describe and record traditions.
 - F. Artifacts can describe and record ideas.
3. *Students will become aware of the function of artifacts for the visual enhancement of people and their environment.*

- A. Artifacts have the power to enhance ourselves.
- B. Artifacts have the power to enhance our communities.
- C. Artifacts have the power to enhance our homes and environment.

II. Creation of Artifacts

1. *Students will consider the nature of artists' styles and their affect on the character of artifacts.*
 - A. The individual nature of style is used to identify the works of individual artists. Features of an artist's works make them recognizable as the products of that artist only.
 - B. An artist's work changes in nature over his or her lifetime.

2. *Students will consider the characteristic styles attributed to various cultures and historic periods as they affect the way that the culture or period is identified.*

A. Periods of art history can be identified by characteristic design features and styles.

B. Comparisons between artifacts of two different cultures reveal distinguishing characteristics of style.

3. *Students will learn how artists work with media and acquire the ability to distinguish materials and processes used in various kinds of artifacts.*

A. Artifacts contain evidence of techniques that comprise the skills of the artist.

B. Colour is a powerful artistic tool; it affects both artist and viewer.

4. *Students will observe how artists achieve different effects using the elements and principles of composition.*

A. The artist orders elements of design in developing a composition.

B. The components of formal composition include principles and conventions of design.

III. Appreciation: Analyzing the Power of Artifacts

1. *Students will be able to describe and characterize visual features of artifacts, such as subjects, media and design.*

A. Recognizing and describing the kind and the media of artifacts is part of understanding both historic and contemporary artifacts.

B. Recognizing and describing the subject matter and design components of artifacts is part of understanding both historic and contemporary artifacts.

2. *Students will be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis.*

A. Making inferences about the meanings of artworks is part of the process of understanding both historic and contemporary artifacts.

B. Developing the ability to classify works of art according to an analysis of style characteristics is part of the process of understanding both historic and contemporary artifacts.

3. *Students will consider how past experience influences personal reaction to a work of art.*

A. A wide variation in preference for art forms or features of art can be found among individuals.

B. Meaning in art work is perceived differently by people with different attitudes toward the subject matter.

4. *Students will analyze what makes an artifact powerful over time and across cultures.*

A. The power or meaning of an artifact can be located in the artifact, its culture, its creator or its beholder.

B. Different symbols and objects from different societies often have similar meanings.

5. *Students will become aware of the range and variety of forms of artistic expression.*

A. Studying the styles and purposes of the range of contemporary artifacts is part of the process of becoming a knowledgeable viewer.

ART 21: TIME EVOLUTION OF THE POWER OF ART

This course surveys the history of art in Western culture. It examines changes in the function of art, in the role and influence of artists, and in culture; all of which effect changes in artifacts over time. It emphasizes the changing view of art throughout history.

Objectives and Concepts

I. Function: The Changing Role of Art in Society

1. *Students will observe the changes in symbols and their meaning in art over time.*
 - A. Art forms express changing interpretations of life-giving forces.
 - B. Art reflects a society's view of death.
 - C. A society's gods find expression in art forms.
 - D. Changing art forms can glorify authority and personify power.
2. *Students will consider the changing values placed on different art forms over time.*
 - A. The importance of sculpture changes as the power of the state increases.
 - B. Changes in painting reflect a society's values.
 - C. A society's values become visible in architecture.
 - D. Advances in technology increase the value of multiple images such as prints and photographs.
3. *Students will identify changes over time in the ways people use art.*
 - A. Art has been used to educate.
 - B. Art has been used to persuade.
 - C. Art has been used to record events.
 - D. Art has been used to enhance.

4. *Students will consider the emerging value of historic artifacts.*

- A. The rarity and age of artifacts tend to increase their value in our culture.
- B. Museums help to bestow value on artifacts.

II. Creation: The Changing Profession of the Artist

1. *Students will investigate the role and influence of artists on their societies in different eras.*
 - A. The social status of the artist has differed in different historical periods.
 - B. The concept of artistic individuality is specific to modern society.
2. *Students will consider the development of patronage as a factor in the role of the artist.*
 - A. Patronage practices of commissioning and paying artists to create works have affected the production and quality of works of art through time.
3. *Students will examine and compare a series of works developed over a period of time by a particular artist.*
 - A. An artist's style is identified by unique traits in that individual's work.
 - B. Artists' ways of working change throughout their lifetimes.
 - C. Artists are often influenced by the work of artists of the past as well as by their contemporaries.
 - D. Artists are often influenced by changing social conditions, political events and events in their personal lives, and these influences can be detected in changes in their work.

III. Appreciation: The Changing Form of Art in Society

1. *Students will compare art styles in different historical periods.*
 - A. Much of the art of the ancient world emphasizes power.
 - B. Western art helped to shape Christianity during the Middle Ages.
 - C. During the Renaissance, art reflected a new humanism and individualism.
2. *Students will compare aesthetic standards as they have changed over time.*
 - A. Baroque art emphasized the dramatic.
 - B. Much of the art of the Romantic period idealized nature.
 - C. The arts of the twentieth century tend to glorify change.
3. *Students will investigate changes in subject matter and sources of imagery over time.*
 - A. Texts, traditions and religious beliefs provide subject matter for art.
 - B. A nation's heroes and their heroic deeds are sources for changing imagery.
 - C. Trade and commerce, technology and industry, create changes in subject matter.

ART 31: THE CONTEMPORARY ARTIFACT

This course examines the impact of international influences and modern technology on modern art and, in turn, modern art's impact on society. It emphasizes the contemporary point of view of society.

Objectives and Concepts

I. Function: The Impact of World Culture on the Purpose of Art

1. *Students will consider the sources of changing purpose and imagery in the art of our time.*
 - A. Interest in non-Western cultures has provided new sources of imagery for twentieth century art.
 - B. Modern attention to the inner self has provided new sources of imagery and purpose for art.
 - C. Mass communication has affected the purpose of art in our time.
 - D. The modern city is a new source of imagery for twentieth century art.
 - E. The Canadian landscape has been an important source of imagery for Canadian artists of the twentieth century.
2. *Students will consider the subjective and expressive currents in the art of our time.*
 - A. Artists challenge reason and reality with fantastic and enigmatic images.
 - B. Artists strive to convey intuitive and spiritual elements in expressionist works.
3. *Students will consider the rational-formalist currents in the art of our time.*
 - A. Artists have explored the properties of light and colour in abstract minimalist works.

- B. Machine-like precision, mechanization, speed and power have been the subjects of some modern works.
 - C. Pop art and super realism represent the artist's attempt to extend the traditional concepts of painting and sculpture.
4. *Students will consider the impact of technology on the purpose of art.*
- A. Science and technology have provided new symbols and reasons for making art.

2. *Students will analyze various aspects of the modern artistic community.*
- A. The modern artist's relationship with society is conditioned by many mediating institutions and agencies.
3. *Students will investigate the possibility of a characteristic Canadian style.*
- A. The question of a characteristic Canadian style is a frequent theme in Canadian art, literature and criticism.

II. Creation: The Impact of Technology on the Creation of Art

1. *Students will observe the impact of technology on the creation of artifacts.*
- A. Skilled use of precision tools and machines affects the design of artworks.
 - B. Availability of new media influences the ways in which artists work.
 - C. New processes encourage innovative image making.
2. *Students will consider the impact of technology on the style and role of the artist.*
- A. Changing communications media have enlarged the role of the artist.

CREDITS

Art 11 and 21 may be offered for 3, 4 or 5 credits.
Art 31 is a 5-credit course.

III. Appreciation: Modern Art and Society

1. *Students will examine how contemporary society acquires, appreciates and preserves artifacts.*
- A. Modern society values the preservation and display of artworks for public appreciation.
 - B. Individuals collect art for a variety of reasons and in a variety of ways.
 - C. Modern commerce has had a substantial affect on the ownership and valuation of artifacts in contemporary society.

DRAMA 10-20-30

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE FOR FINE ARTS

The fine arts embrace music, art and drama without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles that apply to all three. Specifically, the student is involved as a creator, a performer, an historian, a critic and a consumer. Throughout the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to critique with discrimination products of the mind, the voice, the hand and the body.

PHILOSOPHY FOR DRAMA EDUCATION

Drama is both an art form and a medium for learning and teaching. It can develop the whole person — emotionally, physically, intellectually, imaginatively, aesthetically and socially — by giving form and meaning to experience through “acting out”. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here, the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

B. GOALS AND OBJECTIVES

GOAL I

To acquire knowledge of self and others through participation in and reflection on dramatic experience.

Objectives

For the following concepts (C), skills (S), and attitudes (A) *the student will:*

- develop a positive and realistic self-image (A)
- increase self-discipline (A)
- increase self-confidence (A)
- extend the ability to concentrate (S)
- extend physical and vocal capabilities (S)
- apply imaginative and creative thought to problem-solving situations (S)
- extend the ability to control and express emotions (S)
- sharpen observations of people, situations and the environment (S)
- demonstrate the ability to recall and use sensory information (S)
- demonstrate the ability to make considered decisions, act upon them and accept the results (S)
- demonstrate a sense of responsibility and commitment, individually and to the group (S)
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines (S)
- develop a sense of inquiry and commitment to learning (S)
- demonstrate the ability to contribute effectively and constructively to the group process (S)
- extend understanding of, acceptance of and empathy for others (A/S)
- demonstrate respect for others — their rights, ideas, abilities and differences (S)
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism. (S)

GOAL II

To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

Objectives

For the following concepts (C), skills (S), and attitudes (A) *the student will:*

- develop techniques that enhance vocal and physical communication (S)
- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images (S)
- extend the ability to give form and expression to feelings, ideas and images (S)
- be capable of creating and expressing a believable character from scripted and non-scripted material (S)
- participate in the theatrical style of realism as a basis for further exploration of theatrical styles (S/C)
- develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms (S/C)
- explore various approaches to analyzing a script for purposes of study and/or presentation (S)
- gain knowledge of disciplines that enhance dramatic process and product (C)
- demonstrate understanding of integration of disciplines to enrich a theatrical presentation. (C)

GOAL III

To develop an appreciation of drama and theatre as a process and art form.

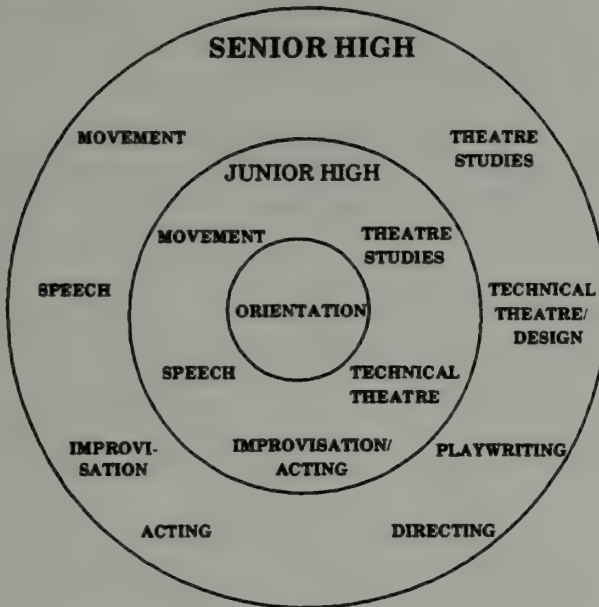
Objectives

For the following concepts (C), skills (S), and attitudes (A) *the student will:*

- explore various conventions and traditions of theatre (C)
- broaden knowledge of theatre by viewing as great a variety of theatrical presentations as possible (C)
- demonstrate the ability to assess critically the process and the art (S)
- demonstrate recognition of and respect for excellence in drama and theatre (A)
- develop an awareness of aesthetics in visual and performing arts. (A)

C. CONTENT

DISCIPLINES OF THE SENIOR HIGH DRAMA PROGRAM



Because students entering the drama program in senior high school may have a range of drama experience, orientation can be used as an effective bridge between junior and senior high school drama. Orientation may also be used diagnostically at any grade level when preliminary foundation work is required.

There are eight disciplines required in the Senior High Drama Program. The four disciplines that communicate are movement, speech, improvisation and acting. The four disciplines that enhance communication are theatre studies, technical theatre/design, playwriting and directing.

Within the disciplines that communicate, form refers to a mode of exploration that may end in presentation. Within the disciplines that enhance communication, component refers to a possible area of study. Exploration of as wide a variety of forms and components as possible is desirable. This variety allows the teacher and student to begin work in areas of comfort and expertise; at the same time, it challenges the teacher and student to investigate less familiar areas for program enhancement. Forms and components listed below are not meant to be inclusive or prescriptive.

Disciplines may either be integrated as appropriate or treated as separate units of study. Focus may vary according to the teacher's expertise, students' needs, school's philosophy, and facilities and budget.

DISCIPLINES that Communicate	Possible Forms
MOVEMENT	tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask
SPEECH	storytelling, oral interpretation, choral speech, radio plays
IMPROVISATION and ACTING	creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, collective, choric drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, musical theatre, film/video, performance art

DISCIPLINES that Enhance Communication	Possible Components
THEATRE STUDIES	the script, the performance, the theatre
TECHNICAL THEATRE/DESIGN	costume, lighting, makeup, management (business/house/stage), properties, set, sound
PLAYWRITING	structure, scenario, scene, workshopping, the play
DIRECTING	picturization, directorial concept, composition

SCOPE AND SEQUENCE

The Senior High Drama Program consists of Drama 10, 20 and 30. Drama 10 and 20 can be offered for 3 or 5 credits. Drama 30 can be offered for 5 credits only. Three-credit courses have been designed for 75 hours and 5-credit courses for 125 hours. The Drama 10 courses are prerequisites for the Drama 20 courses, and Drama 20 courses are prerequisites for Drama 30.

Learner expectations have been identified for each of the eight disciplines included in the Senior High Drama Program. The learner expectations are accomplished through work in a variety of forms and components. One of the disciplines, Technical Theatre/Design, includes learner expectations for seven different components.

Drama teachers recognize the value and necessity of preliminary assessment and atmosphere-setting activities with students, before commencing more in-depth work on the disciplines. Orientation must be addressed in Drama 10 and reinforced in Drama 20 and Drama 30.

The required learner expectations for 3-credit Drama 10 and 20, and 5-credit Drama 30, are identified in the chart below.

	DRAMA 10 3 credits	DRAMA 20 3 credits	DRAMA 30 5 credits
Disciplines	Learner Expectations	Learner Expectations	Learner Expectations
	ORIENTATION	ORIENTATION	ORIENTATION
MOVEMENT	1-24		
SPEECH	1-14 →	15-21 →	22-24
IMPROVISATION	1-32 →	33-36 →	37-38
ACTING		1-17 →	18-22
THEATRE STUDIES			4-6
TECH. TH./DESIGN	Any ONE component with all learner expectations	Any ONE component with all learner expectations	Any TWO components with all learner expectations
PLAYWRITING		1-13	
DIRECTING			1-10

The 5-credit courses in Drama 10 and 20 have additional learner expectations from two disciplines, Theatre Studies and Technical Theatre/Design. The additional requirements for 5 credits are:

- Drama 10: Theatre Studies - learner expectations 1 and 2
and Technical Theatre/Design - one component with all learner expectations (total of two components).

- Drama 20: Theatre Studies - learner expectation 3
and Technical Theatre/Design - one component with all learner expectations (total of two components).

The required learner expectations for 5-credit Drama 10 and 20, and 5-credit Drama 30 are identified in the chart below.

	DRAMA 10 5 credits	DRAMA 20 5 credits	DRAMA 30 5 credits
Disciplines	Learner Expectations	Learner Expectations	Learner Expectations
	ORIENTATION	ORIENTATION	ORIENTATION
MOVEMENT	1-24		
SPEECH	1-14	15-21	22-24
IMPROVISATION	1-32	33-36	37-38
ACTING		1-17	18-22
THEATRE STUDIES	1-2	3	4-6
TECH. TH./DESIGN	Any TWO components with all learner expectations	Any TWO components with all learner expectations	Any TWO components with all learner expectations
PLAYWRITING		1-13	
DIRECTING			1-10

LEARNER EXPECTATIONS

Orientation

Orientation is the introduction of basic concepts, skills and attitudes in drama that should be addressed before commencing more in-depth work in the eight disciplines covered in the senior high program. Orientation must be taught in Drama 10 and reinforced in Drama 20 and Drama 30. It is recommended that orientation be the first area of study covered. Teachers may wish to step back into orientation from time to time, as the need arises.

Orientation is of utmost importance for the following reasons:

- Transition — Orientation aids in the transition from the junior high to the senior high drama curriculum. It addresses the variety of developmental growth of adolescents.
- Equalization — There are no prerequisites for Drama 10. Therefore, it is essential that students are involved in orientation activities that help to establish a common starting point for the class.
- Diagnosis — Throughout orientation, the teacher will be diagnosing the students in order to plan a program that will best meet their needs. The diagnosis done in orientation will identify the most appropriate discipline(s) for initial exploration.
- Motivation — Orientation should involve students in interesting, challenging and enjoyable activities that will stimulate them to participate with enthusiasm in the drama program.

Drama 10

The student will be able to:

- Demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically.
- Share ideas confidently.
- Demonstrate behaviour appropriate to given circumstances.
- Concentrate on the task at hand.

- Demonstrate effective use and management of time.
- Listen to self and others.
- Recognize that values are expressed through the arts.
- Solve problems imaginatively and creatively.
- Make effective decisions or choices.
- Demonstrate trust by becoming comfortable with others, physically and emotionally.
- Display consideration and respect for self and others.
- Positively support the work of others.
- Cope with success and failure in positive ways.
- Work with abstract concepts.
- Demonstrate self-discipline, self-direction and a sense of responsibility.
- Work cooperatively and productively.
- Offer and accept constructive criticism with a desire to progress.

Movement

Movement is non-verbal physical expression. The development of a responsive and expressive body is enhanced when the movement elements of energy, focus and control work together. All movement occurs in and occupies space; it is measured by time; it requires energy to begin and complete itself.

Drama 10

The student will be able to:

1. Display the ability to be still.
2. Demonstrate understanding of basic anatomy.
3. Recognize the necessity for physical warmups.
4. Perform a physical warmup.
5. Demonstrate effective breathing techniques.
6. Recognize when to use specific breathing techniques.
7. Display proper body alignment.
8. Extend flexibility.
9. Display increased ability to balance.
10. Demonstrate focus, concentration and energy in all movement and gesture.
11. Demonstrate the ability to move isolated body parts.

12. Demonstrate knowledge of elements of space.
13. Use levels (high, medium and low).
14. Create physically shapes in space.
15. Use basic locomotor movements (e.g., walking, running, crawling) to explore space.
16. Create and repeat patterns of movement.
17. Demonstrate freezing of movement in space.
18. Appreciate that physical expression can enhance language.
19. Demonstrate qualities of energy.
20. Create appropriate personal physical warmup routines.
21. Demonstrate the ability to extend a movement.
22. Translate words, images and emotions into movement.
23. Demonstrate non-verbally the who, what, where, why and when of a story.
24. Demonstrate understanding of mood, and communicate mood.

Speech

Speech is the exploration of talking and speaking to meet the demands of verbal communication. It examines interpretation, the mechanisms of control of vocal delivery, and acknowledges the importance of listening critically. Speech assists the student to learn more about the voice, and how to use it and improve it. As speech is a "learned" ability, learning begun here will result in improved voice production and thus enhance communication skills.

Drama 10

The student will be able to:

1. Demonstrate vocal relaxation and warmup techniques.
2. Apply effective breathing techniques.
3. Recognize the effect of good posture on voice.
4. Demonstrate knowledge of the parts of the body that are associated with voice production: vocal tracts, lungs, diaphragm, bronchi, trachea, larynx, uvula, pharynx, vocal folds.
5. Recognize how the jaw, lips, tongue, teeth and velum play an important role in articulation.

6. Perform exercises to relax and improve the movement of the articulators.
7. Demonstrate knowledge of the terms intonation, pitch, projection, rate, volume, rhythm, resonance, pausing and phrasing in speech activities.
8. Recognize the resonators' contribution to vocal quality.
9. Use and practise levels of pitch.
10. Demonstrate safe and appropriate projection.
11. Demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning.
12. Create specific vocal sound effects.
13. Speak spontaneously within a given context.
14. Demonstrate effective narrative techniques.

Drama 20

The student will be able to:

15. Demonstrate expressive reading of literature.
16. Communicate mood and emotion through voice.
17. Identify script indicators of a character's vocal quality.
18. Demonstrate that spoken interpretation is affected by characterization.
19. Examine the effect of subtext upon spoken interpretation.
20. Apply movement and gesture to clarify and enhance spoken interpretation.
21. Apply previously learned speech skills to characterization and presentation.

Drama 30

The student will be able to:

22. Examine the affects of emotion, posture and age on vocal characterization.
23. Use vocal variety in character development.
24. Select appropriate visual elements such as props and costumes to enhance spoken interpretation.

Improvisation

Improvisation is the "acting out" of an unscripted response to an idea or situation. Spontaneous improvisation involves unplanned action and/or dialogue. Planned improvisation involves planned, rehearsed or polished action and/or dialogue.

Drama 10

The student will be able to:

1. Use warmup techniques for preparation of body, voice and mind.
2. Demonstrate the ability to be still.
3. Maintain concentration during exercises.
4. Demonstrate heightened sensory awareness.
5. Create experiences through imaging, visualizing and fantasizing.
6. Demonstrate thinking in a divergent mode.
7. Examine and express feelings.
8. Tell a story spontaneously.
9. Use appropriate stage directions.
10. Demonstrate appropriate rehearsal methods.
11. Apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes.
12. Create, relate and polish a story.
13. Communicate meaning without words.
14. Discover how various emotions affect one vocally and physically.
15. Initiate a dramatic situation in response to a given stimulus.
16. Make logical choices spontaneously within the boundaries of situation and character.
17. Demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively.
18. Extend the illusion of the onstage environment by creating an offstage reality.
19. Demonstrate techniques for creating effective entrances and exits, consistent with character.
20. Critique the work of self and others through observation and expression of specific detail.
21. Demonstrate techniques for communicating the "illusion of the first time" within a planned situation.

22. Distinguish between performer and character.
23. Use varied stimuli for character development.
24. Select and use vocal techniques appropriate to a character.
25. Select and use language appropriate to a character and situation.
26. Use body language to add physical dimension and depth to a character.
27. Demonstrate economy in movement and speech by making appropriate selections.
28. Demonstrate how attitude, and change in attitude, affects a character.
29. Demonstrate understanding of and apply the concept of status.
30. Demonstrate understanding of and apply the concepts of a character's objectives and motivation.
31. Demonstrate the ability to focus on, and achieve, the objective of a scene.
32. Sustain a character throughout a scene or exercise.

Drama 20

The student will be able to:

33. Sustain a single character in a variety of situations.
34. Demonstrate the techniques of sharing, giving and taking focus.
35. Demonstrate understanding of how the use of levels and planes can focus the stage picture.
36. Integrate improvisational skills learned, in planned and spontaneous improvisations.

Drama 30

The student will be able to:

37. Demonstrate various ways of expressing emotions that are consistent with a character.
38. Demonstrate various ways of creating and communicating mood.

Acting

Acting is the development and presentation of action and reaction of a character from a playscript. Acting involves the technical exploration of the "life" of a character who has been created by a playwright. Through this exploration, actors broaden their empathetic understanding of how other people think and react.

Drama 20

The student will be able to:

1. Analyze a script for explicit character clues.
2. Create, select and sustain physical details of the character from scripted material.
3. Demonstrate understanding of and identify motivation and objectives (overall, main and immediate).
4. Demonstrate understanding that a character's behaviour is motivated by past, present and anticipated future experiences.
5. Demonstrate a character's main objective within a scene.
6. Demonstrate a character's immediate or moment-to-moment objectives within a scene.
7. Demonstrate the ability to play a character from the character's point of view.
8. Demonstrate the ability to memorize required text.
9. Demonstrate the ability to pick up cues effectively.
10. Critique the work of self and others through observation of specific details.
11. Demonstrate understanding of antecedent action, acting beat, operative word, transitions, interior monologue.
12. Analyze script for clues to create antecedent action.
13. Create antecedent action for character.
14. Identify and use operative words in a script.
15. Analyze script for a character's transitions.
16. Play transitions.
17. Create and use an interior monologue.

Drama 30

The student will be able to:

18. Use various vocal skills to enhance characterization.
19. Create a character's life that extends beyond, but is consistent with, the script.
20. Physicalize character through selected and economical movement and gesture.
21. Create appropriate stage business.
22. Display appropriate character relationships with all other characters in a scene.

Theatre Studies

Theatre Studies is the exploration of selected elements of drama and theatre that foster an appreciation of theatre as a traditional art form. It reflects the history of man in society and nurtures a tolerant world view. Within this discipline, the student will explore the following components: the script, the performance and the theatre.

Drama 10

Through selected study of: a) Greek, b) Medieval or Elizabethan; and c) Canadian drama, *the student will be able to:*

1. Recognize theatre has evolved as a traditional art form.
2. Recognize innovations in the theatre.

Drama 20

The student will be able to:

3. Recognize the elements of critique.

Drama 30

Through selected study of Early or Middle or Late drama, *the student will be able to:*

4. Recognize dramatic structure of a play.
5. Recognize elements of tragedy and comedy.
6. Recognize realism and selected other significant theatre styles.

Technical Theatre/Design

Technical Theatre/Design is the appropriate selection, construction and manipulation of those staging variables that visually and orally support the performer and the needs of the production. Possible components of study include: costume, lighting, makeup, management (business/house/stage), properties, set and sound. In a 3-credit course, students study one component, in a 5-credit course they study two components. It is expected that students will experience different components at each grade level.

Drama 10-20-30

Costume

The student will be able to:

1. Demonstrate understanding of the purpose of costume.
2. Recognize the importance of illusion in costume design.
3. Recognize the importance of artistic unity in costume design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of symbolism and psychological implications of colour, texture, line and shape.
6. Demonstrate understanding of the value of the sketch as a tool in creating and communicating ideas in costume design.
7. Demonstrate understanding of techniques of costume organization, care, maintenance, cleaning and storage.
8. Prepare rough costume plot based on a script.

Lighting

The student will be able to:

1. Demonstrate understanding of the purpose of stage lighting.
2. Recognize the importance of illusion in lighting design.
3. Demonstrate understanding of the importance of artistic unity in lighting design.

4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of functions of standard lighting instruments: flood, fresnel, ellipsoidal, follow spotlight, border lights.
6. Demonstrate understanding of functions of gels, barn doors, gobos, c-clamps, shutters.
7. Demonstrate understanding of basic functions of lighting control systems.
8. Demonstrate understanding of symbolism and psychological implications of colour, angle, intensity and timing in creating mood.
9. Demonstrate understanding that gels affect the way colour is perceived in scenery, costume and makeup.
10. Demonstrate safe and proper care in handling and maintaining available lighting instruments.

Makeup

The student will be able to:

1. Demonstrate understanding of the purpose of makeup.
2. Recognize the importance of illusion in makeup design.
3. Demonstrate understanding of the importance of artistic unity in makeup design.
4. Show awareness of need for safety and cleanliness when working with makeup.
5. Examine physical structure of the face.
6. Compile a makeup morgue.
7. Identify basic makeup supplies: bases, highlights, shadows, liners, powders, cleansers, brushes, sponges, crepe hair, adhesives.
8. Differentiate between abstract, straight and character makeups.
9. Demonstrate understanding of symbolism and psychological implications of colour, texture, line and shape.
10. Prepare a makeup chart for a specific character.

Management
(Business/House/Stage)

Business

The student will be able to:

1. Demonstrate understanding of the duties of business management staff.
2. Recognize the importance of and procedures for script ordering and royalty payment.
3. Demonstrate understanding of the importance of record keeping and box office procedures.
4. Recognize the importance of effective publicity techniques/procedures.
5. Demonstrate understanding of appropriate audience development techniques.

House

The student will be able to:

1. Demonstrate understanding of the duties of house manager and house management staff.
2. Demonstrate knowledge of appropriate safety procedures.

Stage

The student will be able to:

1. Demonstrate understanding of the purpose and duties of the stage manager.
2. Recognize and use basic technical theatre/design terminology.
3. Demonstrate understanding of the duties of technical crews: costumes, lighting, makeup, stage, properties, set, sound.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of the need for continuous communication between the stage manager and technical crews during performance.

Properties

The student will be able to:

1. Demonstrate understanding of the purpose of stage properties.

2. Recognize the importance of illusion in properties design.
3. Recognize the importance of artistic unity in properties design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Recognize different types of properties: set properties, hand properties, rehearsal properties.
6. Demonstrate understanding of symbolism and psychological implications of colour, texture and shape.
7. Develop a properties list for a specific script.
8. Recognize the need for developing and maintaining properties inventories.
9. Identify external sources for property loan/rental.

Set

The student will be able to:

1. Demonstrate understanding of the purpose of stage scenery.
2. Recognize the importance of illusion in set design.
3. Recognize the importance of artistic unity in set design.
4. Recognize and use theatre terminology related to the proscenium stage.
5. Demonstrate knowledge of appropriate safety procedures.
6. Recognize different types of stages: proscenium, thrust, arena, flexible.
7. Demonstrate understanding of symbolism and psychological implications of colour, texture, line, mass and form.
8. Recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama.
9. Demonstrate understanding of and use scale.
10. Demonstrate understanding of and use ground plans.
11. Demonstrate understanding of proper placement of stage scenery: balancing, angling, masking, sight lines, backdrops, scrims.

Sound

The student will be able to:

1. Demonstrate understanding of the purpose of stage sound.
2. Recognize the importance of illusion in sound design.
3. Recognize the importance of artistic unity in sound design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of the basic advantages and limitations of sound equipment; e.g., reel-to-reel tape recorders, cassette tape recorders, turntables, compact disc players, amplifiers, mixers, microphones and speakers.
6. Demonstrate understanding that the acoustics of a space affect sound.
7. Create live sound effects.
8. Show awareness of available recorded material; e.g., sound effects records, recorded music.

Playwriting

Playwriting is the writing of a play involving the components of structure, scenario, scene, workshopping and the play. This discipline concentrates equally on the technical and conceptual elements of playwriting.

Drama 20

The student will be able to:

1. Demonstrate understanding of the basic structure of a play.
2. Define and identify plot, character, thought and diction.
3. Demonstrate understanding of script format.
4. Generate and collect ideas that have dramatic possibilities.
5. Write a scenario.
6. Identify character types and their functions and attributes.
7. Demonstrate understanding of and write exposition.
8. Use effective diction.
9. Define character objectives.
10. Define conflict.

11. Construct a conflict between two characters (protagonist and antagonist).
12. Construct a scene with two contrasting characters.
13. Give and accept constructive criticism.

Directing

Directing is the preparation for the staging of a unified dramatic presentation, script or otherwise, such as tableau or mime, through making aesthetic and practical choices, and ensuring that those choices are realized. Directing requires the ability to view a developing presentation from the potential audience members' point of view.

Drama 30

The student will be able to:

1. Demonstrate understanding of the function of the director.
2. Demonstrate understanding of the terms directorial concept and artistic unity.
3. Recognize that a directorial concept should lead to artistic unity.
4. Demonstrate understanding of the relationship between the relevant research of a chosen play and the directorial concept.
5. Demonstrate understanding of the purpose of a director's book.
6. Demonstrate understanding of the terms composition, picturization and stage movement.
7. Demonstrate understanding of the compositional methods of emphasis: body position, stage area, plane, level, contrast, space, repetition.
8. Demonstrate understanding of the necessity for variety to enhance emphasis.
9. Use types of emphasis within an exercise/project: direct, duo, secondary, diversified.
10. Apply compositional elements of stability, sequence and balance to reinforce emphasis within exercise/project.

REQUIRED/ELECTIVE COMPONENTS

The required component encompasses the concepts, skills and attitudes that all students will be able to acquire.

The elective component provides opportunities to adapt and enhance the required portion of the program to meet the diverse needs and capabilities of individual students. It encourages the adaptation of content, teaching strategies, instructional time, evaluation activities and learning resources to meet specific individual student and/or group needs. The elective component provides for enrichment and additional assistance to individual students as necessary. Elective time may be used to develop further the required learner expectations through other forms and components, or add other learner expectations where appropriate.

The time allotment for the elective component shall be 30% of the instructional time.

Appropriate selection of forms, components and activities should be made, keeping individual needs and interests of students in mind. One might consider expanding the elective component through the suggested non-required learner expectations and/or the study of additional forms and components. Possible activities might include: self-initiated projects, self-directed studies, research, peer teaching, exploration of themes, establishment of specialist crews, integrations with other school programs, guest artists/experts, student mentors, attending performances, critiquing outside performances, films/videos, extra-curricular workshops, festivals, skill extensions, career awareness, touring, assisting the community, field trips.

CHORAL MUSIC 10-20-30

A. PROGRAM RATIONALE AND PHILOSOPHY

The fine arts embrace music, art and drama without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles that apply to all three. Specifically, the student is involved as a creator, a performer, a historian, a critic and a consumer. Throughout the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to criticize with discrimination the products of the mind, the voice, the hand and the body.

PHILOSOPHY FOR MUSIC EDUCATION

The secondary music curriculum is based on the philosophy that music is an essential aspect of human existence and that music education is an important component of the total education program. An intricate relationship exists among the affective, cognitive and psychomotor development of human beings and, through music, all three domains interact effectively.

Music as an aesthetic form is an expression of human history that transcends language

barriers and reflects the lifestyles, thoughts and aspirations of our cultural heritage. In today's rapidly changing society, the development of fundamental values and attitudes is paramount to human understanding. Music education provides an opportunity to bring art form to life; to express, perform and create.

Music is accessible to all and, as students become sensitive to its expressive elements, they may develop insight into human feelings. Music education should begin at an early age and continue to encourage creative expression through performance, listening and composition.

The curriculum provides for student growth and development as:

Performer

Performance is an active process involving the development and application of musical skills, knowledge and perceptions.

Listener, Evaluator, Consumer, Historian

These experiences develop an understanding of music and musicians of the past and present.

Composer

The organization of the elements of music into an intrinsically satisfying composition generates aesthetic creativity and perception.

B. GENERAL LEARNER EXPECTATIONS

Through the senior high music curriculum,
students will:

Perform/Listen

- develop skills in listening, performing and using notational systems
- strive for musical excellence and positive attitudes individually and as members of groups.

Value

- understand, evaluate and appreciate a variety of music.

Create

- develop self-expression, creativity and communication through music.

Research

- be aware of the history of music and the implications of music in our society.

C. SPECIFIC LEARNER EXPECTATIONS

The choral music program seeks to develop musical competency and strives for excellence within the limits of the student's capabilities. The concepts of rhythm, melody, harmony, form and expression provide the intellectual framework of the music program. Concepts are essentially taught through student participation in the skill areas of singing, playing, listening, reading (and writing) and creating.

The components of the high school choral music program consist of the following.

● Vocal

The student will:

- develop/reinforce correct vocal techniques and skills.

● Aural

The student will:

- develop the ability to make aesthetic judgments based on critical listening and analysis of music.

● Theoretical/Practical

The student will:

- learn to interpret rhythm, melody, harmony, form and expression as they appear in musical notation.

● Composition

The student will:

- develop creativity by composing, improvising and interpreting music.

● Interpretation and Synthesis

The student will:

- grow in the appreciation, understanding and enjoyment of music as a source of personal fulfillment and cultural expression through the amalgamation of the program components
- become aware of the history of music and the implications of music in society with respect to music careers, and avocational and leisure uses.

ATTITUDES

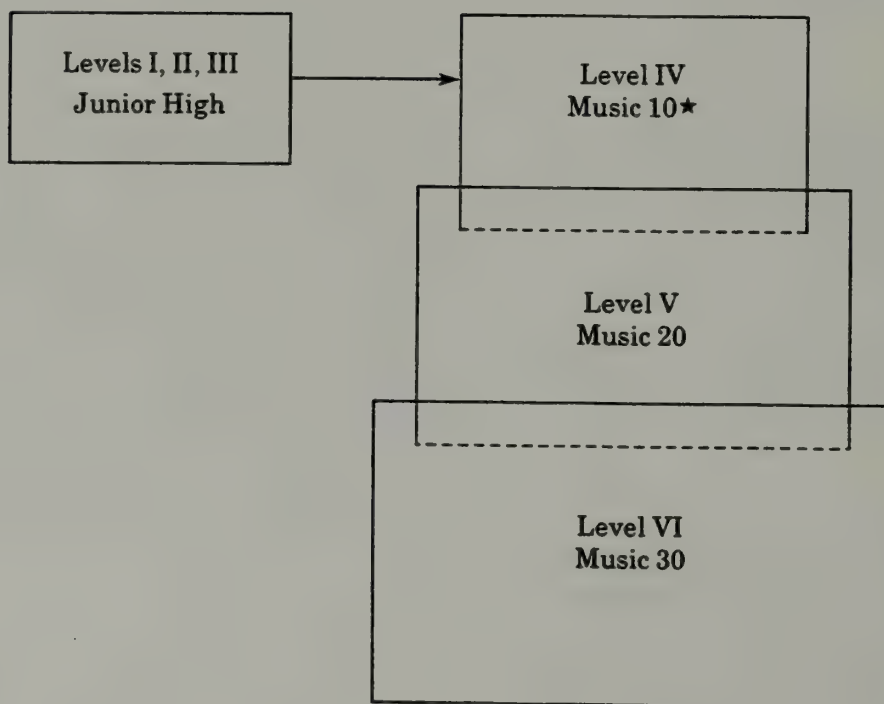
Positive attitudes are fostered by success in singing, playing, reading, listening, creating and valuing music. Through choral music, *students will be encouraged to:*

- value the uniqueness of this communication skill
- appreciate fine arts as a form of personal enrichment, self-expression and/or entertainment
- be appreciative of human values as they are recorded in great choral literature
- develop positive, realistic self-images through an understanding and acceptance of themselves with their strengths and their limitations
- develop an appreciation of the social value of choral participation
- continue to develop their creative abilities and to use them in a constructive manner to contribute to society and to personal satisfaction
- apply maximum effort and attain effectiveness in performance through physical and mental discipline
- appreciate creativity as exhibited in all areas of human endeavour
- maintain positive attitudes toward leisure in all its forms, present and future
- value the necessity of learning throughout life
- develop a sense of purpose in life and joy in living.

OVERVIEW

The components of the Senior High School Choral Music Program consist of vocal, aural, theoretical/practical, composition, interpretive and synthesis skills. These skills are divided into six levels: Levels I, II and III correspond to the program normally taught in the junior high school; Levels IV, V and VI to Music 10-20-30. Students who have completed the Junior High School Choral Music Program (Levels I, II and III) should begin at Choral Music 10 (Level IV).

Since the six levels of music comprise a continuous developmental pattern for growth and achievement and not necessarily a time period elapsed, additional entry into the high school music program can occur with teacher/administrator discretion even though a student may not have taken specific levels previously in a classroom setting.



★ Students may also be admitted to Choral Music 10 at teacher/administrator discretion.

Concept/Skill Charts – Developmental

Course Level(s)

Grades 7, 8, 9 - I, II, III
 Choral Music 10 - IV
 Choral Music 20 - V
 Choral Music 30 - VI

Minimum requirements for a 3-credit program at Levels IV and V are indicated by **J**. Please note that **J** identifies learnings at Levels I, II and III that must be extended into the high school Levels IV, V and VI.

— indicates level at which concept is introduced.

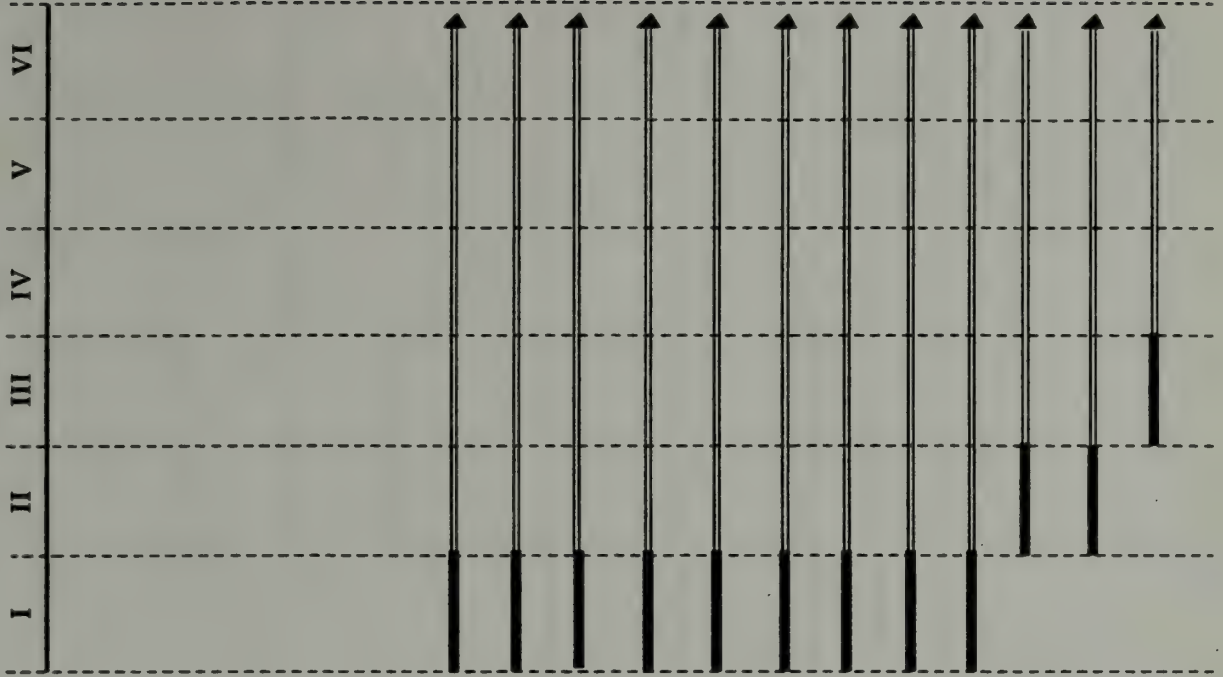
== indicates the continuing development and/or use of the concept through the grades.

VOCAL SKILLS

The student will:

- J** • understand the use and care of the vocal instrument
- J** • develop proper breath control
- J** • demonstrate properly formed vowels and consonants
- J** • recognize when the voice is in tune with other voices or instruments
- J** • demonstrate accurate attacks and releases
- J** • develop an awareness of balance, blend and texture within the ensemble
- J** • understand and demonstrate musical phrasing
- J** • successfully perform his or her part in canon or unison with descant
- J** • produce a good vocal tone
- J** • successfully perform his or her part in a two- or three-part selection
- J** • continue to expand vocal range
- J** • successfully perform his or her part in a three- or four-part selection

LEVELS



Legend

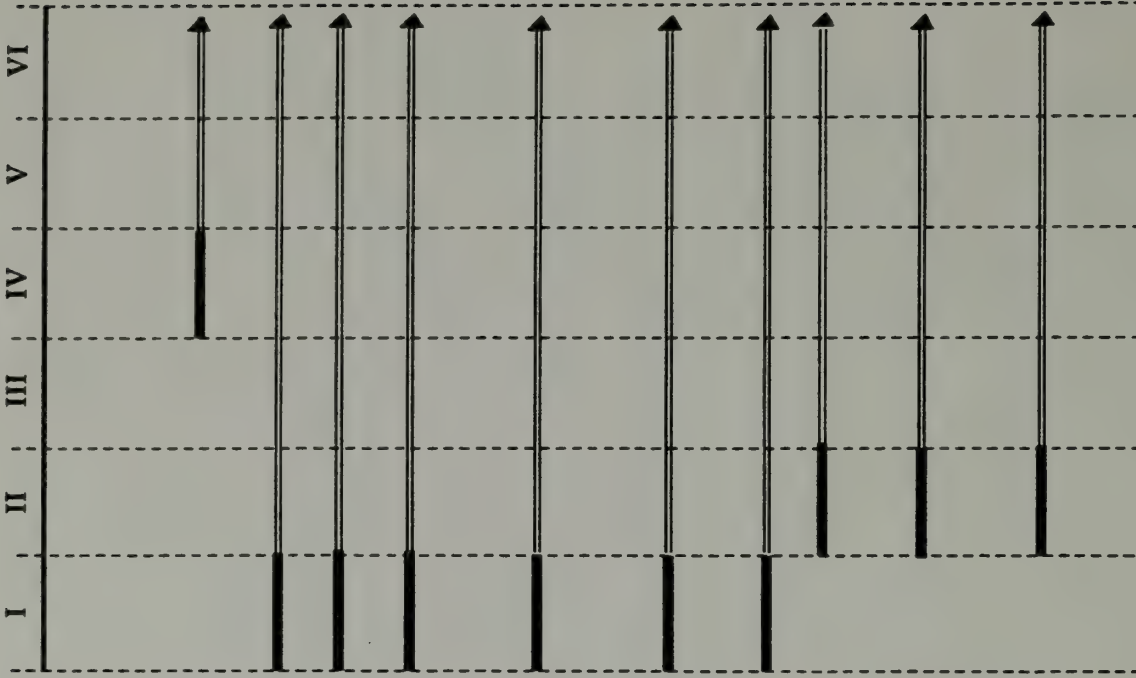
- M - major
- m - minor
- P - perfect

VOCAL SKILLS (continued)

The student will:

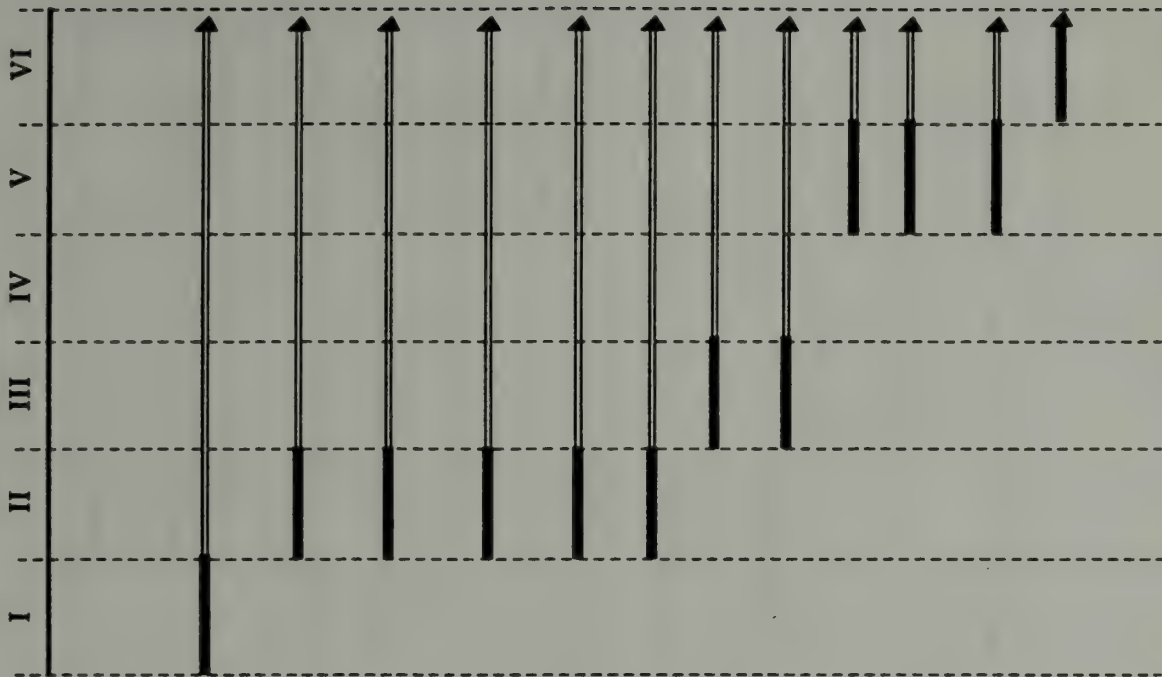
- demonstrate properly executed diphthongs
- match pitches
- identify any harmonic interval by number
- echo a five-note melody based on the first five notes of a major scale or the pentatonic scale (do or la based) after it has been played or sung three times
- identify, after two hearings, the following melodic intervals:
M2, M3 ascending and descending
m3, P4, P5, P8 ascending
- sing the bottom note of a harmonic interval of a major third, a perfect fifth and an octave after hearing them played twice
- sight read a four-measure melody based on the intervals studied
- echo a six-note melody based on a diatonic major scale after it has been played or sung three times
- identify, after two hearings, all intervals from Level I as well as the following:
m 2nd, ascending and descending
- sing the bottom note of the following harmonic intervals after hearing them played twice:
m3, P4, M6

LEVELS



AURAL SKILLS

LEVELS

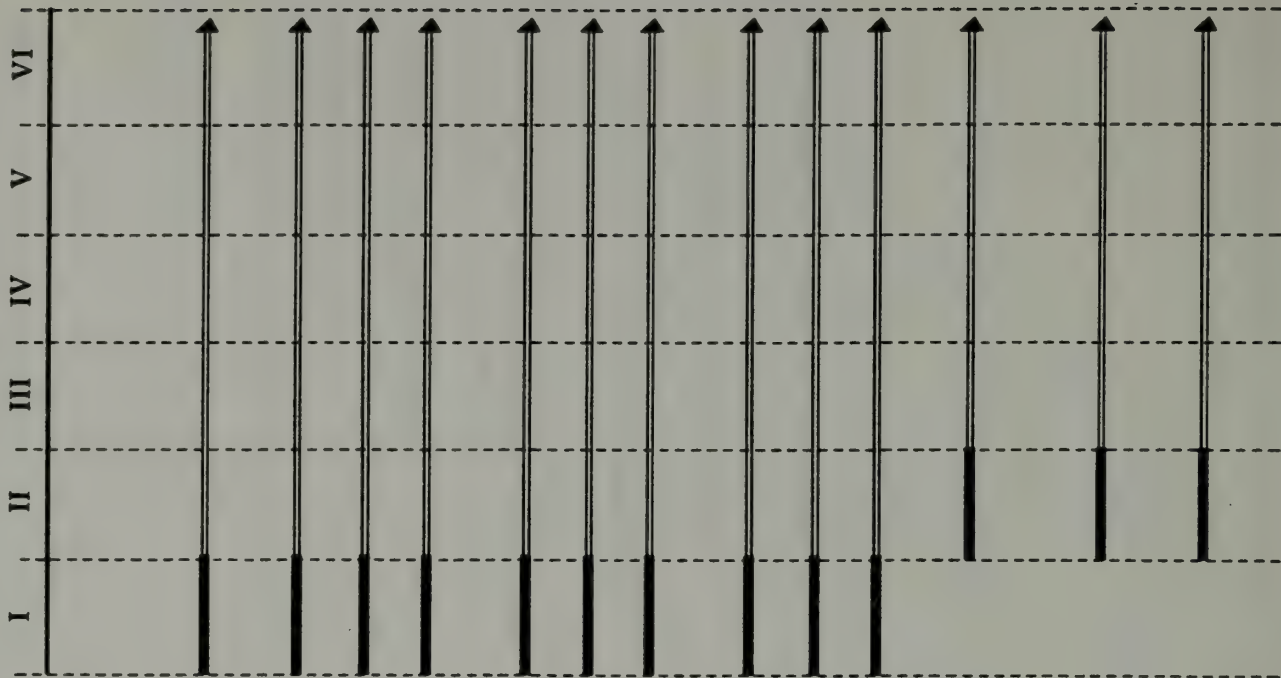


The student will:

- ♩ • sight read a specified part of a four- to eight-measure melody based on the intervals studied
- ♩ • echo a six-note melody based on a diatonic major scale after it has been played or sung three times
- sing ascending intervals within the octave
- sing a specified note of a major triad (root, third, fifth) after hearing it played twice
- ♩ • sight read a specified part of a four- to eight-measure melody based on a diatonic scale
- sight read a specific line of a two-part melody
- ♩ • differentiate between major and minor chords
- identify the I, IV, V (V7) chord progression
- ♩ • sight read a specific line of a three- or four-part melody
- identify melodic intervals by number and quality as related to the repertoire
- identify seventh chords as related to the repertoire
- ♩ • differentiate between major, minor, augmented and diminished triads

THEORETICAL/PRACTICAL SKILLS

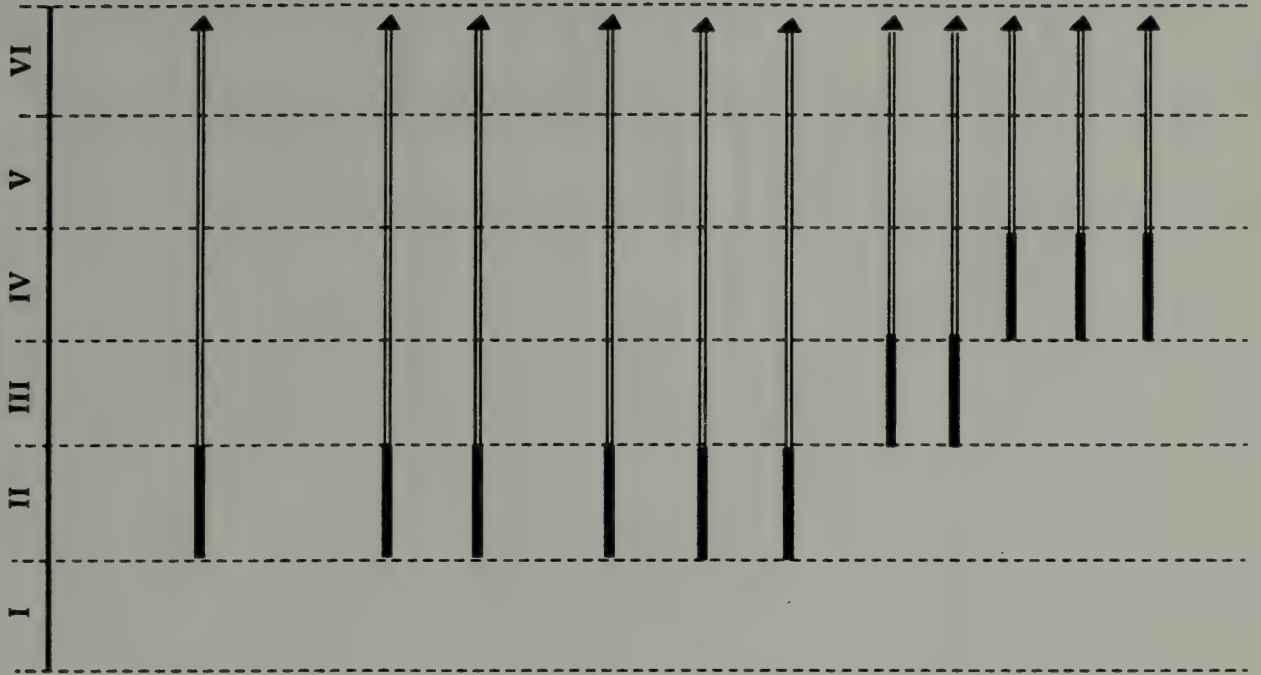
LEVELS



The student will:




- identify by letter name the notes of the treble and bass staff
- recognize and interpret:
 - a steady beat at a slow and fast tempo
 - rest and note values including dotted notes and dotted rests
- Metre 2 3 4
(simple) 4 4 4
- rhythmic patterns associated with the literature being used
- the tie, the fermata and the pick-up note(s) (anacrusis)
- conduct a two-, three- and four-beat pattern
- write two bars of rhythmic dictation using 4 4
(percussive or melodic presentation)
- identify the white keys of the piano by letter name
- identify dynamic markings and tempo indications; e.g., allegro, andante and other terms as related to the repertoire being studied
- recognize and interpret compound time signatures;
i.e., 6 6 9 12
 4 8 8 8
- demonstrate an understanding of the layout of a choral score and follow a specific part
- identify sharps, flats and their naturals, and understand their function

LEVELS



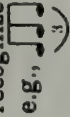
THEORETICAL/PRACTICAL SKILLS (continued)

The student will:

- recognize and interpret:
 D.C., D.S. 
- :
 conduct patterns of the repertoire being studied (duple, triple and quadruple metres)
- write two bars of rhythmic dictation using 3 and 4
 4 4
 (percussive or melodic presentation)
- construct an ascending major scale and identify the major and perfect intervals from the tonic
- identify individual notes on the keyboard from written notation, including identification of enharmonics
- identify the organization of sharps and flats into key signatures from the repertoire being studied
- recognize and interpret: 
- identify any harmonic interval by number
- play a vocal part on the keyboard
- construct a harmonic minor scale and identify intervals within it
- write four bars of rhythmic dictation, using simple and compound time

THEORETICAL/PRACTICAL SKILLS (continued)

The student will:

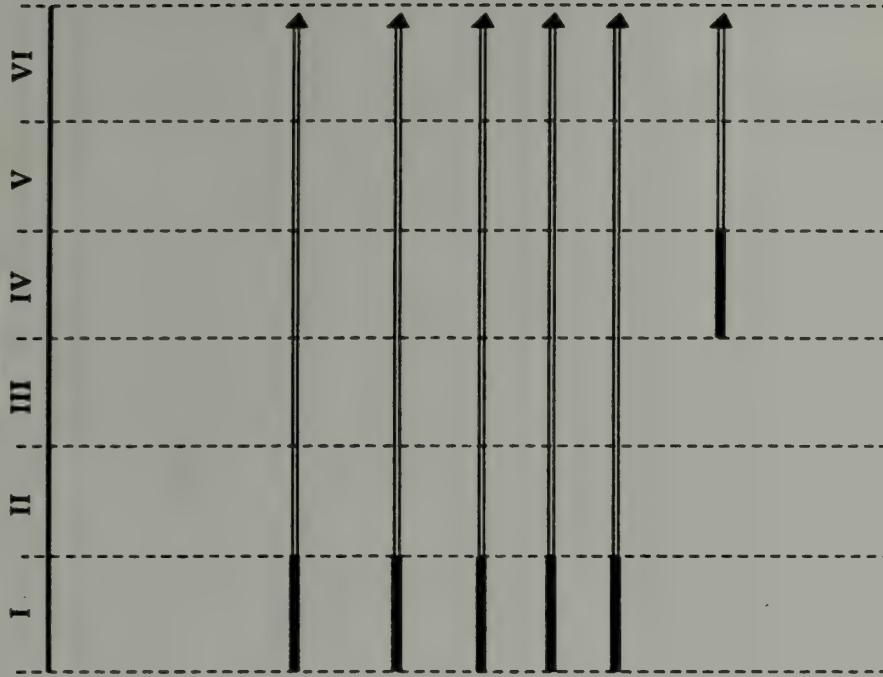
- name relative minor scales of given major scales
- recognize other rhythmic figures as found in the repertoire;
e.g., 
- recognize plagal (IV-I), perfect (V-I), imperfect (IV-V, I-V) and deceptive (V-VI) cadences
- recognize and interpret diminution and augmentation
- recognize and be able to write inversions of major, minor and V7 chords
- recognize modulations to minor
- recognize and interpret asymmetrical metre signatures; e.g.,
5 5 7
4 8 8
- recognize and conduct changing metres in simple and compound time
- write plagal (IV-I), perfect (V-I), imperfect (IV-V, I-V)

LEVELS

I	II	III	IV	V	VI

INTERPRETIVE SKILLS

LEVELS



The student will:

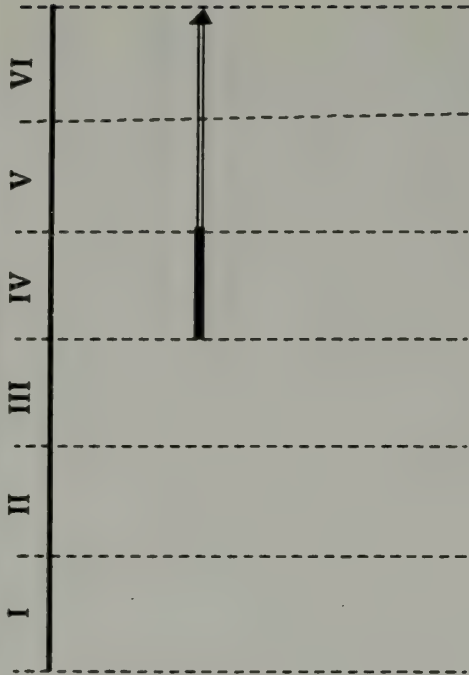
- identify and perform phrases, achieving musical sensitivity through stylistic practices:
- demonstrating the function of onomatopoeia, dynamics and varied articulation as devices in word colouring
- using nuance and facial expression as aids to storytelling and picture painting in songs
- developing intensity; e.g., tension and release
- adding flexibility of tempo; i.e., rallentando, rubato, accelerando
- adding dynamic contrast to repeated phrases or figures and extended passages or selections
- listen to, analyze, interpret, discuss and perform works of representative composers (Renaissance to Twentieth Century)

COMPOSITION SKILLS

The student will:

- create short original works for voice (and/or instruments), using traditional and/or contemporary composition techniques; e.g.,
 - round/canon/rondo
 - binary/ternary
 - theme and variations
 - free form

LEVELS



SYNTHESIS SKILLS

Literature

Selection, study and performance of repertoire is an integral component of the Senior High School Choral Music Program. The curricular components culminate with the performance of the literature.

As a consumer of choral literature, the student will:

- recognize and understand the musical form employed in studied repertoire
- evaluate compositions and performances on the basis of criteria set by the teacher.

As a performer of choral literature, the student will:

- recognize and understand the musical form employed in studied repertoire
- analyze performance problems and take appropriate measures to resolve them
- perform a solo and/or sing in a small ensemble.

In the identification of a choral music literature list, it is important to include the study of music of all styles, forms, periods and cultures. Music with a sacred text or of a religious origin has an important place in the history of music. It comprises a substantial portion of music literature and plays an important role in music education. The sacred music on the supplementary literature lists has been selected on the basis of its musical and educational value; however, teachers must be sensitive to students of differing religious backgrounds, and to community beliefs.

Prior to the selection of any choral literature with a religious perspective, teachers should consider whether a student or students will be made uncomfortable either through participation in or exclusion from the choral activity. Tolerance, understanding and respect for diversity should be guiding principles in the selection of choral music.

At each level, it is suggested that a number of selections be chosen from literature lists according to the voicing of each choral class:

- | | |
|---------|--|
| List A: | Unison |
| List B: | SA (Soprano, Alto)/Unison with Descant |
| List C: | SSA (Soprano, Soprano, Alto) |
| List D: | SAB (Soprano, Alto, Baritone) |
| List E: | SATB (Soprano, Alto, Tenor, Bass) |

Note: These selections are in addition to the repertoire included in the basic series.

Listings of appropriate solos and ensembles are available from many sources including festival organizations, music educators' associations and music publishing companies. The music educator is given latitude to select other materials at levels congruent with the teaching/learning experience. **CONSIDERATION SHOULD BE GIVEN TO CANADIAN CONTENT AND MUSIC FROM OTHER LANGUAGES AND CULTURES.**

Levels at a Glance

Level I

Minimum requirements for a 3-credit program are indicated by ♪.
Note: These skills are continuous developmental skills introduced in the junior high but advanced into the senior high school program and are necessary for continued music growth.

The student will:

• vocal skills

- ♪ • understand the use and care of the vocal instrument
- ♪ • develop proper breath control
- ♪ • demonstrate properly formed vowels and consonants
- ♪ • recognize when the voice is in tune with other voices or instruments
- ♪ • demonstrate accurate attacks and releases
- ♪ • develop an awareness of balance, blend and texture within the ensemble
- ♪ • understand and demonstrate musical phrasing
- ♪ • successfully perform his or her part in canon or unison with descant
- ♪ • produce a good vocal tone

• aural skills

- ♪ • match pitches
- ♪ • identify any harmonic interval by number
- ♪ • echo a five-note melody based on the first five notes of a major scale or the pentatonic scale (do or la based) after it has been played or sung three times
- ♪ • identify, after two hearings, the following melodic intervals: M2, M3 ascending and descending, m3, P4, P5, P8 ascending

• aural skills (continued)

- ♪ • sing the bottom note of a harmonic interval of a M3, P5 and P8 after hearing them played twice
- ♪ • sight read a four-measure melody based on the intervals studied

• theoretical skills

- ♪ • identify by letter name the notes of the treble and bass staff
- ♪ • recognize and interpret:
 - a steady beat at a slow and fast tempo
 - rest and note values including dotted notes and rests
 - simple time signatures 2 3 4 4 4 4
- rhythmic patterns associated with the literature being used
- the tie, fermata and anacrusis
- conduct a two-, three- and four-beat pattern 4 4
- write two bars of rhythmic dictation using 4 4
- identify the white keys of the piano by letter name
- ♪ • identify dynamic markings, tempo indications; e.g., allegro, andante and other terms as related to the repertoire being studied

Level I (continued)

● interpretive skills

The student will:

- ♪ • identify and perform phrases, achieving musical sensitivity through stylistic practices:
 - demonstrating the function of onomatopoeia, dynamics and varied articulation as devices in word colouring
 - using nuance and facial expression as aids in storytelling and picture painting in songs
 - developing intensity; e.g., tension and release
 - adding flexibility of tempo; i.e., rallentando, rubato, accelerando
 - adding dynamic contrast to repeated phrases or figures and extended passages or selections

● synthesis skills

As a consumer of choral literature, the student will:

- ♪ • recognize and understand the musical form employed in studied repertoire
- ♪ • evaluate compositions and performances on the basis of criteria set by the teacher

As a performer of choral literature, the student will:

- ♪ • recognize and understand the musical form employed in studied repertoire
- ♪ • analyze performance problems and take appropriate measures to resolve them
- ♪ • perform a solo and/or sing in a small ensemble

Level II

Minimum requirements for a 3-credit program are indicated by ♪.
Note: Only new skills introduced at Level II are listed here.
Please refer to Level I for continuing skills.

The student will:

• vocal skills

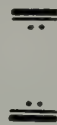
- ♪ • successfully perform his or her part in canon, unison with descant, or a two- or three-part selection
- ♪ • continue to expand vocal range

• aural skills

- ♪ • echo a six-note melody based on a diatonic major scale after it has been played or sung three times
- identify, after two hearings, all intervals from Level I as well as the following:
 - m2 ascending and descending
- sing the bottom note of a harmonic interval as in Level I, plus m3, P4, M6 after hearing it played twice
- ♪ • sight read a specified part of a four- to eight-measure melody based on the intervals studied

• theoretical skills

- ♪ • recognize and interpret compound time signatures;
6 6 9 12
4 8 8 8
- ♪ • demonstrate an understanding of the layout of a choral score and follow a specific part
- ♪ • identify sharps, flats and their naturals, and understand their function
- ♪ • recognize and interpret: D.C., D.S., &



- conduct patterns of the repertoire being studied (duple, triple and quadruple metres)
- write two bars of rhythmic dictation using 3 and 4
4 4
- construct an ascending major scale and identify the major and perfect intervals from the tonic
- identify individual notes on the keyboard from written notation, including identification of enharmonics
- identify the organization of sharps and flats into key signatures from the repertoire being studied

• interpretive skills

- no new skills added


Level III

Minimum requirements for a 3-credit program are indicated by ♪.
Note: Only new skills introduced at Level III are listed here.
Please refer to Levels I and II for continuing skills.

The student will:

- **vocal skills**
 - ♪ • successfully perform his or her part in a two-, three- or four-part selection
- **aural skills**
 - echo a six-note melody based on a diatonic major scale or a harmonic minor scale after it has been played or sung three times
 - sing ascending intervals within the octave
 - ♪ • sing a specified note of a major triad (root, third, fifth) after hearing it played twice
 - sight read a specified part of a four- to eight-measure melody based on a diatonic scale
 - sight read a specific line of a two-part melody


● theoretical skills

- ♪ • recognize and interpret: 
- ♪ • identify any harmonic interval by number
 - play a vocal part on the keyboard
- **interpretive skills**
 - pursue ongoing development of previously introduced skills

Level IV

Minimum requirements for a 3-credit program are indicated by ♪.
Note: Only new skills introduced at Level IV are listed here. Please refer to Levels I, II and III for continuing skills.

The student will:

- **vocal skills**
 - pursue ongoing development of previously introduced skills
 - demonstrate properly executed diphthongs
- **aural skills**
 - ♪ • differentiate between major and minor chords
 - identify the I, IV, V (V⁷) chord progression
- **theoretical/practical skills**
 - construct a harmonic minor scale and identify intervals within it
 - write four bars of rhythmic dictation, using simple and compound time
 - ♪ • name relative minor scales of given major scales
 - recognize other rhythmic figures as found in the repertoire; e.g., 

● interpretive skills

- listen to, analyze, interpret, discuss and perform works of representative composers (Renaissance to Twentieth Century)
- **composition**
 - create short original works for voice (and/or instruments), using traditional and/or contemporary composition techniques; e.g.,
 - round/canon/rondo
 - binary/ternary
 - theme and variations
 - free form

Level V

Minimum requirements for a 3-credit program are indicated by ♪.
Note: Only new skills introduced at Level V are listed here.
Please refer to Levels I, II, III and IV for continuing skills.

The student will:

- **vocal skills**
 - pursue ongoing development of previously introduced skills
- **aural skills**
 - ♪ ● sight read a specific line of a three- or four-part melody
 - identify melodic intervals by number and quality as related to the repertoire
 - identify seventh chords as related to the repertoire
- **theoretical/practical skills**
 - recognize plagal (IV-I), perfect (V-I), imperfect (IV-V, I-V) and deceptive (V-VI) cadences
 - recognize and interpret diminution and augmentation
 - recognize and be able to write inversions of major, minor and V7 chords
 - recognize modulations to minor
 - write plagal (IV-I), perfect (V-I), imperfect (IV-V, I-V)

- **interpretive skills**
 - pursue ongoing development of previously introduced skills
- **composition**
 - pursue ongoing development of previously introduced skills

Level VI

Note: Only new skills introduced at Level VI are listed here.
Please refer to Levels I, II, III, IV and V for continuing skills.

The student will:

- **vocal skills**
 - pursue ongoing development of previously introduced skills
- **aural skills**
 - differentiate between major, minor, augmented and diminished triads
- **theoretical/practical skills**
 - recognize and conduct changing metres in simple and compound time
 - recognize plagal, perfect and deceptive cadences
 - recognize and interpret asymmetrical metre signatures; e.g., 5 5 7
4 8 8
 - write plagal (IV-I), perfect (V-I), imperfect (IV-V, I-V) and deceptive (V-VI) cadences
- **interpretive skills**
 - pursue ongoing development of previously introduced skills
- **composition**
 - pursue ongoing development of previously introduced skills

REQUIRED/ELECTIVE COMPONENT

The required component encompasses the knowledge, skills and attitudes that all students in the program should be expected to acquire.

The elective component provides opportunities to adapt and enhance the required portion of the program to meet the diverse needs and capabilities of individual students. It encourages the adaptation of content, teaching strategies, instructional time, evaluation activities and learning resources to meet specific individual student and/or group needs. The elective component provides for enrichment and for additional assistance to individual students, as necessary. Elective time may be used to develop further the required learner expectations through other forms and components, or add other learner expectations where appropriate.

The following list of strategies may be employed in order to address the elective component of the curriculum. These strategies are recognized as an integral part of a successful music program.

Vocal

- solos
- small ensembles
- master classes
- section leaders
- student demonstrators
- peer coaching
- private lessons
- improvisation
- sight singing
- concert tours
- musicals
- pop/show music

Aural

- guest artists
- videos
- concerts
- analysis
- audio recordings

Theoretical/Practical

- computers
- student conductors
- peer coaching
- private lessons
- improvisation
- play instrumental parts
- keyboard

Composition

- project
- arranging
- working with known composers
- improvisation
- computers
- avant-garde/aleatoric music
- sight singing
- interpreting

Interpretation/Synthesis

- guest artists
- using recordings for extension and analysis of studied selections
- concert attendance
- researching
- critiquing
- career awareness
- historical studies

GENERAL MUSIC

10-20-30

A. PROGRAM RATIONALE AND PHILOSOPHY

OVERVIEW

General Music Program Description

Senior high school General Music 10-20-30 is a sequence of courses for students who are interested in a broad spectrum of musical experiences within a nonperformance-based environment but not interested in specializing in choral or instrumental performance. General Music 10, 20 and 30 are offered for 3 or 5 credits.

Required and Elective Components

Each general music course includes required and elective components:

- The required component in each of the three levels of General Music 10-20-30 includes two modules:
 - Theory: Elements and Structures
 - Music Making.
- The elective component in each course consists of one level of one module, if the student is taking a 3-credit course; and one level of each of three modules, if the student is taking a 5-credit course. These modules may be selected on the basis of student and teacher interest.

For example, General Music 10, for 5 credits, consists of Theory: Elements and Structures, Level 1; Music Making, Level 1; and three other Level 1 or single-level modules.

Each module contains the knowledge, skills and attitudes that most students can achieve in 25 hours of instruction.

Some modules are developed in a three-level sequence. In these cases, the preceding level is prerequisite to the succeeding one.

The program modules are:

Required Components

- Theory: Elements and Structures
Levels 1, 2, 3
- Music Making
Levels 1, 2, 3.

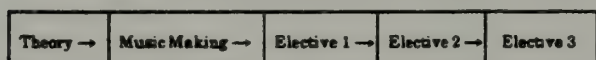
Elective Components

- Composition
Levels 1, 2, 3
- History of Western Music
Levels 1, 2, 3
- Music and Technology
Levels 1, 2, 3
- World Music
Levels 1, 2, 3
- Careers in Music
- Jazz Appreciation
- Popular Music.

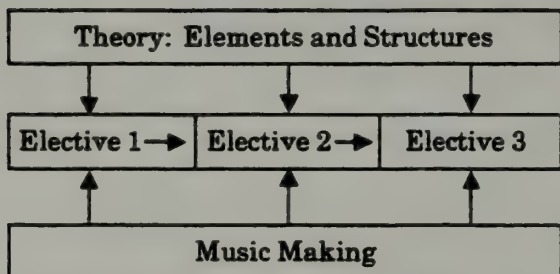
Module sequencing for General Music 10-20-30 is not prescribed. Modules may be taught in a linear manner in any order, concurrently, integrated, or in any fashion that the teacher feels appropriate. Emphasis should be placed on the completion of the linear expectations for each module, with a focus on the fundamental nature of the two required modules; Theory: Elements and Structures; and Music Making.

The following are some possible module scheduling sequences:

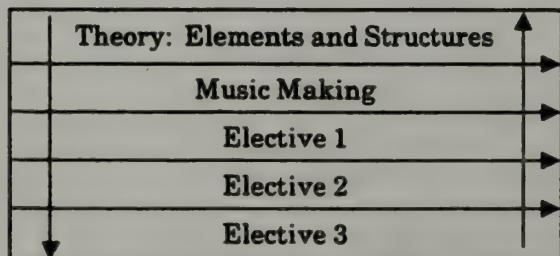
1. Complete each module in linear sequence, starting with required and proceeding through elective components; i.e.,



2. Complete each elective module in linear sequence, and incorporate the required modules concurrently throughout each course; i.e.,



3. Offer all modules in an integrated, simultaneous package, completing the expectations for one module as they correspond to the expectations of another; i.e.,



4. Offer all elective modules in an individualized approach. Each student chooses modules that correspond to his or her

interest and background. Depending on the activity, required modules could also be offered as independent study.

Although the choice of strategies depends on teacher expertise, student interest, resource availability and facilities; strategy 2 and strategy 3 will provide the student with the greatest opportunity to transfer and apply knowledge and skills among modules as they are learned.

Within each module the order of the Specific Learner Expectations is not meant to be prescriptive. It is expected that by the time the student completes the module all the knowledge, skills and attitudes will have been achieved.

RATIONALE

The fine arts embrace art, drama and music without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles that apply to all three. Specifically, the student is involved as a performer, a listener, a critic, a consumer, a historian, a creator, and a composer. Through the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create, and to criticize with discrimination the products of the mind, the voice, the hand and the body.

PHILOSOPHY

The systematic development of musical skills, knowledge and perception contributes to the total development of the individual. Music is accessible to all, and as students become sensitive to its expressive elements, they may develop insight into human feelings. Music education should begin at an early age, be

continuous, and encourage creative expression through performance, listening and composition.

The sense of meaning in music can be developed by the student as:

Performer

Performance is an active process involving the development and application of musical skills, knowledge and perceptions. In the General Music 10-20-30 Program of Studies, "performance" is integrated through the required Music Making modules.

Listener, Critic, Consumer, Historian

These experiences develop an understanding of music and musicians of the past and present.

Composer

The organization of the elements of music into an intrinsically satisfying composition generates aesthetic creativity and perception.

B. GENERAL LEARNER EXPECTATIONS

The General Music 10-20-30 program is designed to help students develop competencies and strive for excellence in the following categories.

PERFORMING/LISTENING

- develop understanding of the elements and structures of music as they apply to music making and listening
- develop the ability to make intellectual and aesthetic judgments based on critical listening and analysis.

CREATING

- develop additional avenues of self-expression through interpretation, improvisation, arranging and composing.

RESEARCHING

- develop a knowledge of music history and literature and their relationship to world history
- develop awareness of the applications of music in our society with respect to music careers, and avocational and leisure uses
- develop an understanding of the music of world cultures.

VALUING

- grow in the appreciation, understanding and enjoyment of music as a source of personal fulfillment
- develop an appreciation of human values as they are recorded in great musical works
- continue developing an appreciation of the creative process in music

- develop an appreciation of the value and uniqueness of music in all its variety.

ATTITUDES

Positive attitudes are fostered by success in singing, playing, reading, creating, valuing and listening to music. Throughout General Music 10-20-30, students will be encouraged to:

- value the uniqueness of music as a communication skill
- appreciate fine arts as a form of personal enrichment, entertainment and self-expression
- appreciate human values in great music as they are recorded in literature
- develop positive, realistic self-images through an understanding and acceptance of themselves, with their strengths and their limitations
- develop an appreciation of the social value of group music making
- continue developing their creative abilities, and use them in a constructive manner to contribute to society and personal satisfaction
- appreciate creativity as exhibited in all areas of human endeavour
- appreciate the role music can play as a life-enriching leisure activity
- value the necessity of learning throughout life
- develop a sense of purpose in life, and joy in living
- appreciate the contributions music has made in our cultural heritage and civilization

- appreciate the role that music plays in serving human needs
- appreciate the expressive qualities of music so as to improve the chances of having an increasingly dynamic aesthetic experience.

C. SPECIFIC LEARNER EXPECTATIONS

THEORY: ELEMENTS AND STRUCTURES— LEVELS 1, 2, 3

Theory: Elements and Structures affect every area of musical understanding, appreciation, performance and composition. The theoretical foundations of music supplement the study of music history, as well as facilitate performance practice. Through an understanding of the elements and structures of music, students develop listening skills that increase their appreciation of all musical experiences.

Each level in Theory: Elements and Structures is divided into three sections: A. Focused Listening; B. Theory and Notation; and C. Ear Training. Focused Listening concentrates on the elements of music and how these elements are dealt with by musicians. Theory and Notation looks at the underlying organization of music in a theoretical and notated form. Ear Training consists of specific exercises designed to build up an increased aural awareness of what musical sounds are being heard.

SPECIFIC LEARNER EXPECTATIONS

A. Focused Listening

B. Theory and Notation

C. Ear Training

Legend: ——— Indicates the level at which the expectation is introduced.

--- Indicates ongoing use and/or development of the expectation.

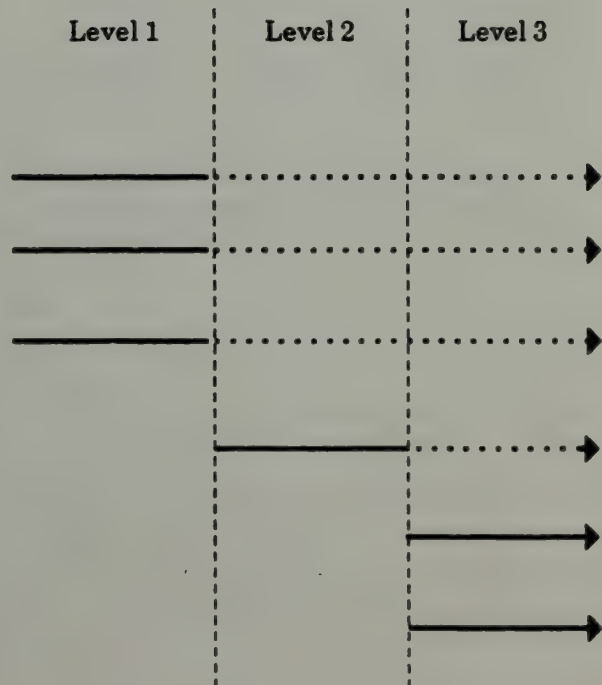
→ Lifelong learning.

A. Focused Listening

Melody

The student will:

- demonstrate an understanding of the term melody
- identify by timbre and/or pitch the source of the melody in a given example of music
- discuss the shape and structure of a specific melody; e.g., ascending, descending, leaps, scalewise motion
- demonstrate an understanding of a musical cadence and aurally recognize it in a musical example
- recognize the use of motives and themes in a musical example
- identify a melody when it is subjected to compositional devices, such as inversion and augmentation.



Level 1

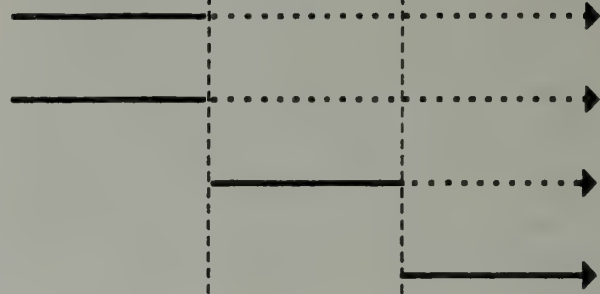
Level 2

Level 3

Harmony

The student will:

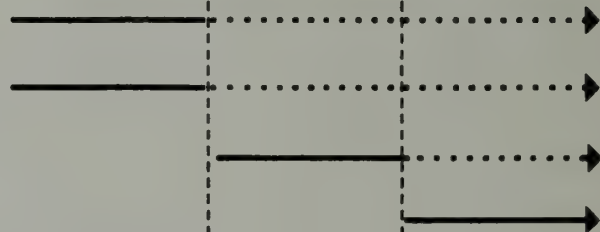
- demonstrate an understanding of the term harmony
- define and aurally recognize the terms consonance and dissonance
- recognize, aurally, when a chord changes; for example, from I to IV, or from IV to V
- recognize, aurally, the differences in harmonic style used in major historical periods of music.



Rhythm

The student will:

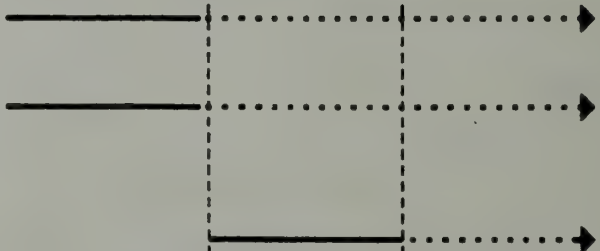
- demonstrate an understanding of the term rhythm
- define the terms tempo, meter and duration
- recognize, aurally; duple, triple and compound meters
- define and aurally recognize syncopation.



Timbre

The student will:

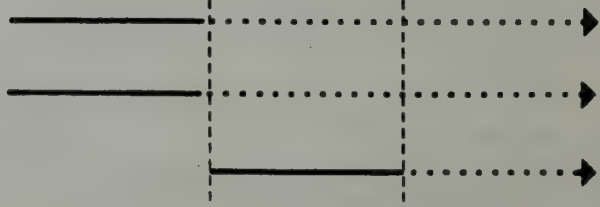
- demonstrate an understanding of the term timbre
- discuss the timbral differences between two instruments, such as the clarinet and the trumpet
- compare and contrast the timbres resulting from the blending of different instruments, such as brass versus strings; or solo versus full orchestra (tutti).



Form

The student will:

- demonstrate an understanding of the term form
- recognize and discuss musical elements that repeat, and musical elements that contrast
- recognize and compare binary and ternary forms



- demonstrate an understanding of the following forms:
 - theme and variations
 - canon
 - sonata-allegro
 - fugue.

Texture

The student will:

- demonstrate an understanding of the term texture
- describe the relationship between melody and accompaniment in a specific musical example
- define and aurally recognize monophonic, homophonic and polyphonic textures.

Dynamics

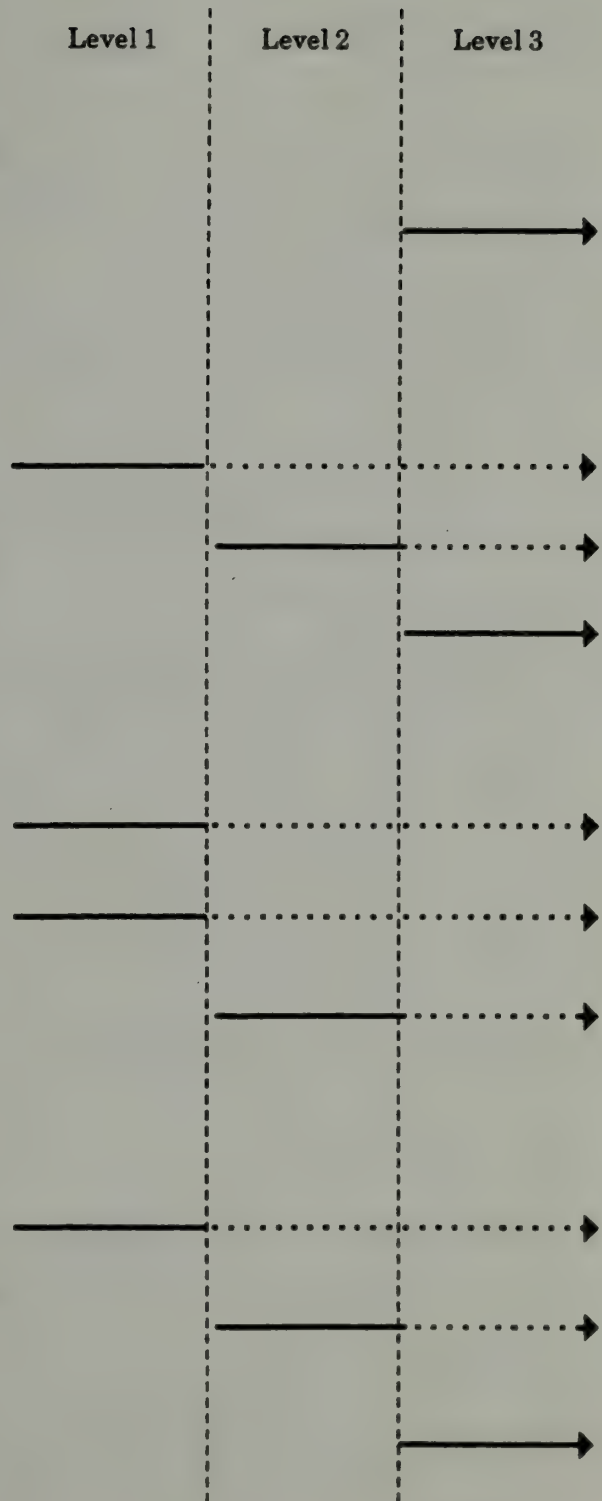
The student will:

- demonstrate an understanding of the term dynamics
- describe and discuss the dynamics used in a given musical example
- demonstrate an understanding of crescendo, decrescendo, accent, forte, mezzo-forte, mezzo-piano, piano.

Style

The student will:

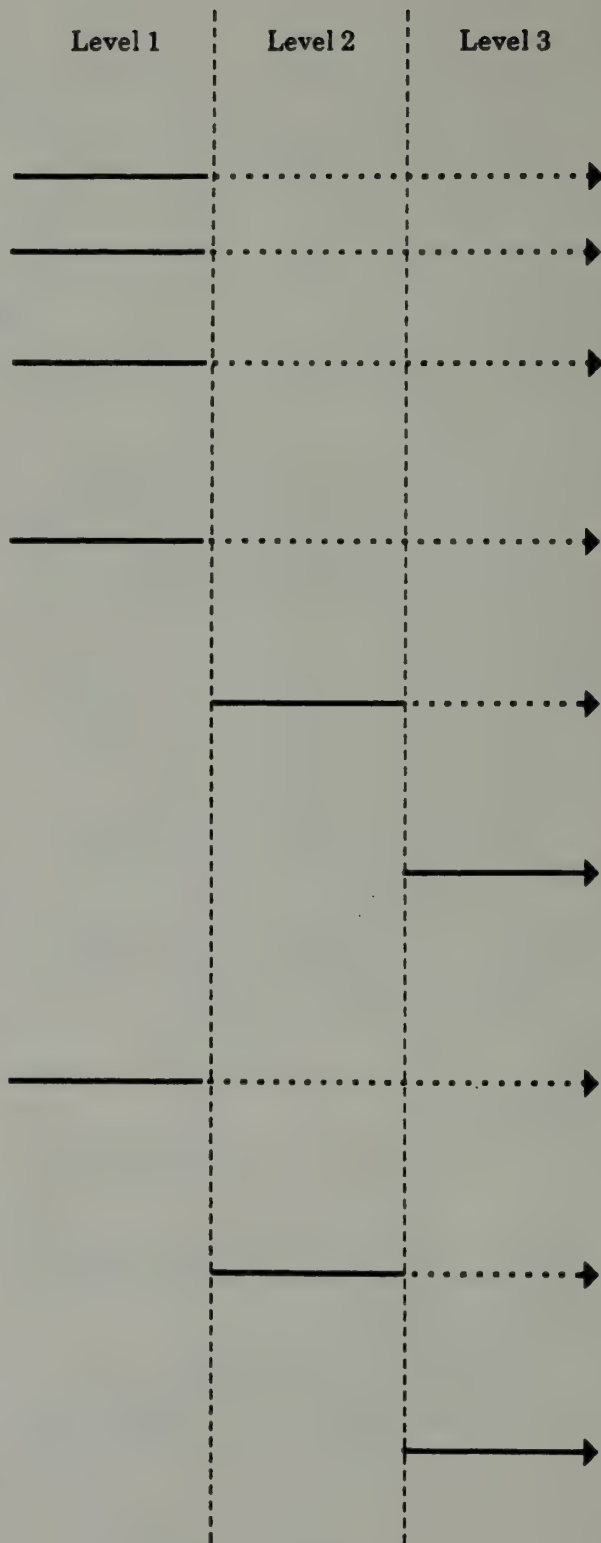
- demonstrate an understanding of the term style
- recognize aurally the way that different genres, such as pop, Classical and jazz, use the elements of music
- describe and aurally recognize the way different historical periods, such as Classical and Romantic, use the elements of music.






B. Theory and Notation

The student will:

- demonstrate an understanding of staff, bass clef and treble clef
- demonstrate an understanding of time signature and key signature
- demonstrate an understanding of the following time signatures:
4 3 2 6
4 4 4 8
- demonstrate an understanding of rhythms in 4 3 and 2, using the following rhythmic elements, in any combination:
4 4 4
↓, ↓↓, ♪, ↓, =
- demonstrate an understanding of rhythms in 4 3 and 2, using the following new rhythmic elements, in any combination:
4 4 4
↓↓↓, ↓, ↓↓, ♪, ♩, ↓, ↓, =
- demonstrate an understanding of rhythms in 4 3 and 2, using the following new rhythmic elements, in any combination:
4 4 4
↓↓↓, ↓↓, ↓↓, ↓↓
- demonstrate an understanding of rhythms in 6 time, using the following rhythmic elements, 8
in any combination:
↓↓, ↓, ♪
- demonstrate an understanding of rhythms in 6 time, using the following new rhythmic elements, in any combination:
8
↓, ↓, (↓ ↓)
- demonstrate an understanding of rhythms in 6 time, using the following new rhythmic elements, in any combination:
8
7 ↓↓, √7 ↓↓, ↓↓, ↓↓ 7



	Level 1	Level 2	Level 3
<ul style="list-style-type: none"> demonstrate an understanding of rhythms in C time, using the following rhythmic elements, in any combination:  	—————→
<ul style="list-style-type: none"> demonstrate an understanding of rhythms in C time, using the following new rhythmic elements, in any combination:  		—————→
<ul style="list-style-type: none"> demonstrate an understanding of rhythms in C time, using the following new rhythmic elements, in any combination:  			—————→
<ul style="list-style-type: none"> identify notes in the treble and bass clef, also include ledger lines, accidentals 	—————→
<ul style="list-style-type: none"> demonstrate an understanding of whole steps, and perform examples on the piano keyboard 		—————→
<ul style="list-style-type: none"> demonstrate an understanding of the function of sharps, flats and accidentals 	—————→
<ul style="list-style-type: none"> demonstrate an understanding of the construction of the major scale 	—————→
<ul style="list-style-type: none"> demonstrate an understanding of all major scales 		—————→
<ul style="list-style-type: none"> demonstrate an understanding of the construction of the dorian, mixolydian and phrygian modes 		—————→
<ul style="list-style-type: none"> identify all major key signatures 			—————→
<ul style="list-style-type: none"> demonstrate an understanding of the circle of fifths 			—————→
<ul style="list-style-type: none"> demonstrate an understanding of the construction of the three forms of the minor scale 			—————→
<ul style="list-style-type: none"> compose and play a melody. 			—————→

C. Ear Training

The student will:

	Level 1	Level 2	Level 3
● identify, aurally and visually, intervals (numbers only) between the tonic and all other degrees of the ascending major scale	—————→→→
● identify, aurally and visually, intervals (numbers only) between the tonic and all other degrees of the descending major scale		—————→→
● identify, visually, augmented and diminished intervals			—————→
● identify, aurally, the tritone			—————→
● identify, aurally and visually, eight-beat (and later sixteen-beat) rhythmic patterns, using the rhythmic elements as outlined in B. Theory and Notation.	—————→→→

MUSIC MAKING—LEVELS 1, 2, 3

Music is a complex art form comprising various knowledge, skills and attitudes. The satisfying experience of music making contributes significantly to the human condition. Participation in the music-making process develops understanding, discrimination and appreciation for music. The levels in the Music Making module provide students with the

opportunity to explore the fundamental elements of music through personal music making. In this module, the term perform refers to music making. It is not meant as a performance for an audience. An important component of this module is the self-evaluation of a student's own musical performance, as well as those of others.

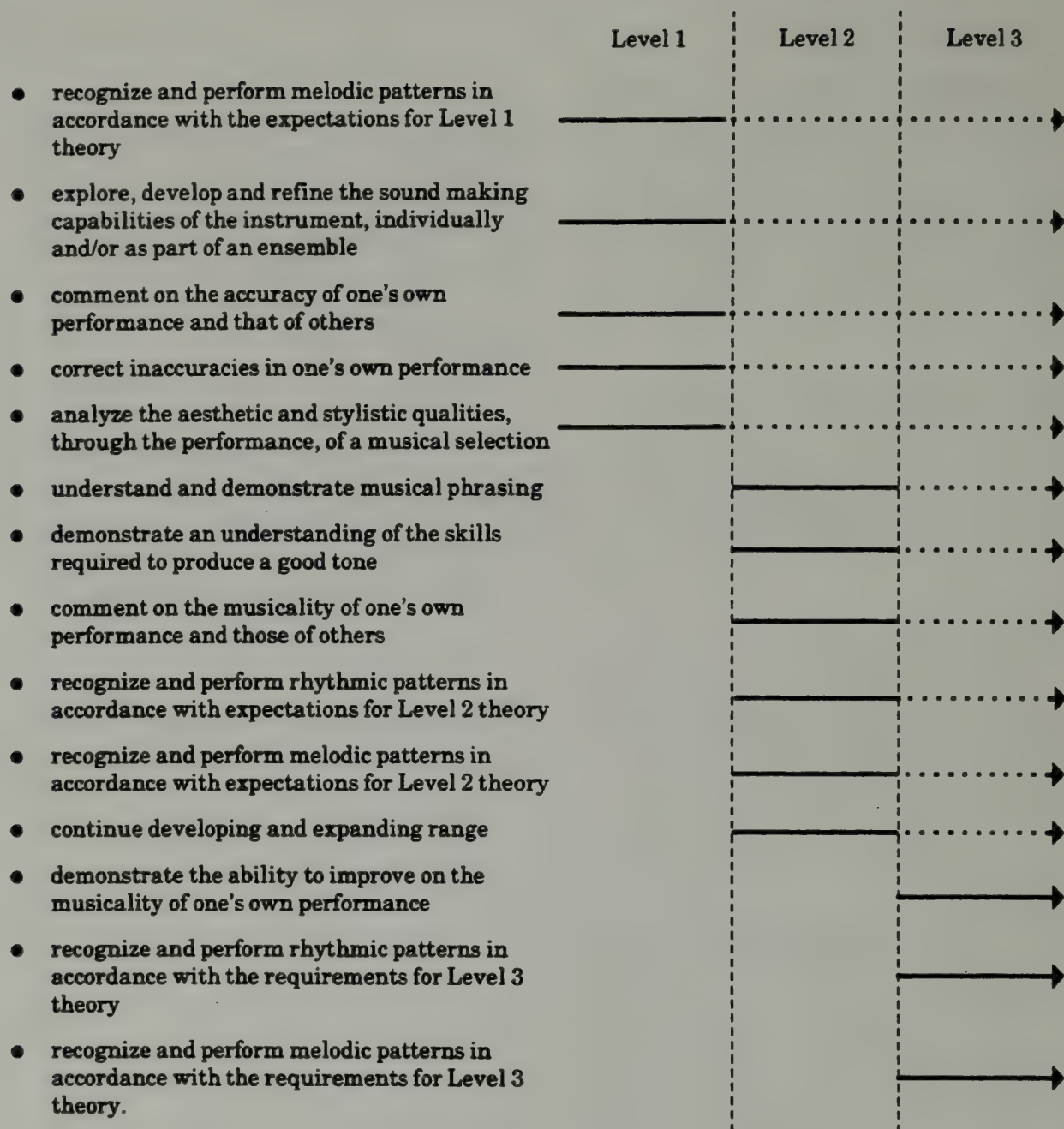
SPECIFIC LEARNER EXPECTATIONS

- Legend:** ——— Indicates the level at which the expectation is introduced.
 - - - Indicates ongoing use and/or development of the expectation.
 ➔ Lifelong learning.

The student will:

- demonstrate an understanding of the care and maintenance of the instrument or the voice
- demonstrate proper sound production
- develop proper breath control, as required for certain instruments and singing
- demonstrate properly formed vowels and consonants
- demonstrate the correct physical relationship between player and musical instrument
- recognize being in tune or out of tune when playing or singing with other instruments or voices
- demonstrate articulations, such as attacks and releases
- perform dynamic markings and tempo indications, such as crescendo, allegro, andante and other terms relating to the repertoire being played or sung
- identify and incorporate into the music-making process the elements and structures of music learned in Level 1 theory
- recognize and perform rhythmic patterns in accordance with the expectations for Level 1 theory

	Level 1	Level 2	Level 3
● demonstrate an understanding of the care and maintenance of the instrument or the voice	————— ➔
● demonstrate proper sound production	————— ➔
● develop proper breath control, as required for certain instruments and singing	————— ➔
● demonstrate properly formed vowels and consonants	————— ➔
● demonstrate the correct physical relationship between player and musical instrument	————— ➔
● recognize being in tune or out of tune when playing or singing with other instruments or voices	————— ➔
● demonstrate articulations, such as attacks and releases	————— ➔
● perform dynamic markings and tempo indications, such as crescendo, allegro, andante and other terms relating to the repertoire being played or sung	————— ➔
● identify and incorporate into the music-making process the elements and structures of music learned in Level 1 theory	————— ➔
● recognize and perform rhythmic patterns in accordance with the expectations for Level 1 theory	————— ➔



COMPOSITION—LEVELS 1, 2, 3

Personal expression and creativity are inherent in all students. The ability to document musical ideas and develop them into more complex artistic structures exemplifies one of the three foundations of music: performing, listening, composing. This module is designed to develop the musical skills and attitudes required for musical self-expression and creativity through composition.

Musical creativity includes compositional, improvisational and analytical processes.

Emphasis is placed on the basic skills of ear training, aural discrimination, and the role of musical structure and formal organization within a composition, through practical application.

SPECIFIC LEARNER EXPECTATIONS

Learner expectations fall into three areas:

- Ear Training
- Cognition and Aural Recognition
- Application.

The development of the ear is vital to the art and craft of composition. Melodic and rhythmic dictation should be practised concurrently with all units of this module. It could be viewed as the equivalent of an instrumental or choral class warm-up drill, with instructions and practice given in each class.

Note: The expectations in this module do not necessarily correspond to those developed for other General Music 10–20–30 modules. Ear Training, Cognition and Aural Recognition exceed the expectations developed for the Theory: Elements and Structures module. Teachers may have to do some preparatory work with students to bridge the gap between theory and composition.

Level 1

Ear Training

The student will:

- recognize aurally the following intervals:
 - unison
 - perfect fourth
 - perfect fifth
 - octave
- listen to and notate a one-bar rhythm involving half, dotted half, quarter and eighth notes in common time ($\frac{4}{4}$)
- listen to and notate a melodic passage of two bars in length, based upon the above intervals and time values.

Cognition and Aural Recognition

The student will:

1. demonstrate knowledge of and respond to emotional expression in music
2. demonstrate knowledge and recognition of the use of motifs and motivic development in a variety of musical styles
3. demonstrate knowledge of, construct, and recognize aurally, the pentatonic scale
4. recognize, aurally, the pentatonic scale in a given piece of music
5. recognize, aurally, the perfect/authentic cadence (V₇-I), and apply it in a chord progression
6. recognize, aurally, and notate the chord progression, I-IV-V₇-I
7. demonstrate knowledge of the principles of voice leading and harmonic motion
8. demonstrate knowledge of, and recognize visually and aurally, simple binary (two-part) form
9. describe the use of different timbres in the process of orchestration
10. describe the structure of, and recognize aurally, the blues scale
11. describe the structure of, and recognize aurally, the standard twelve-bar blues form.

Application

The student will:

1. compose/create two 30-second soundscapes conveying contrasting emotions
2. create a one-bar motif for any of the melody, bass or percussion lines, and adapt that motif to reflect at least three different musical styles
3. notate the pentatonic scale, starting on any given note
4. compose an eight-bar pentatonic melody and orchestrate it in three parts—bass, melody and rhythmic harmony
5.)
6.)
7.)
8. a. compose a simple binary piece of two, four-bar themes; e.g., statement and response
b. harmonize the above, using the I, IV, and V₇ chords
9. orchestrate the binary piece previously created
10. notate a blues scale starting on C, F and G
11. compose and orchestrate a twelve-bar blues in three parts—bass, melody and rhythmic harmony.

Level 2

Ear Training

The student will:

- recognize, aurally, the following intervals:
 - unison, perfect fourth, perfect fifth, octave (review)
 - major and minor seconds
 - major and minor thirds
 - major and minor sixths
 - major and minor sevenths
- recognize, aurally, major and minor triads
- listen to and notate a one-bar rhythm involving half, dotted half, quarter, dotted quarter, eighth and triplet eighth notes, and rests in $\frac{4}{4}$ and $\frac{3}{4}$ time
- listen to and notate a melodic passage of two bars in length, based upon the interval and time values required in Composition Level 1, and in the intervals, triads and rhythms indicated above.

Cognition and Aural Recognition

The student will:

1. recognize and construct the II and VI chords in a major key
2. demonstrate knowledge of and aurally recognize the imperfect half cadence (I-V), plagal cadence (IV-I) and deceptive cadence (V₇-VI)
3. develop an awareness of the concept of transposing instruments
4. describe the structure and aurally recognize simple canonic forms
5. describe the structure and aurally recognize simple ternary forms; e.g., ABA form.

Application

The student will:

1. [not applicable]
2. create chord progressions incorporating imperfect, plagal and deceptive cadences, using minimal harmonic motion
3. identify those instruments that sound at concert pitch and those that require transposition
4. compose a short round
5. compose, harmonize in four parts, and orchestrate a piece in simple ternary form.

Composition Enrichment (Optional)

Composition Level 2 Enrichment Expectations

Cognition and Aural Recognition

The student will:

1. identify all transposing instruments in the orchestra and explain the correct transposition for each.

Application

The student will:

1. rewrite a short melody for a transposing instrument so it will sound at the pitch of the original melody.

Level 3

Ear Training

The student will:

- recognize, aurally, all intervals within an octave, such as diminished and augmented fourths and fifths
- recognize, aurally, dominant seventh chords, diminished and augmented triads, and diminished seventh chords
- transcribe a two-bar rhythm involving half, dotted half, quarter, dotted quarter, eighth, dotted eighth, triplet eighth and sixteenth notes, and rests in $\frac{4}{4}$ and $\frac{3}{4}$ time
- transcribe a four-bar melodic passage, based upon the interval and time values indicated above.

Cognition and Aural Recognition

The student will:

1. demonstrate knowledge of and recognize the various nonchord tones used in music, such as passing tones, grace notes and turns
2. describe and construct dorian and lydian modes, beginning on notes C, D and F
3. demonstrate knowledge of, and recognize many of the ways in which, a melody can have variations, such as rhythmic, harmonic, pitch alteration, diminution, inversion and augmentation
4. demonstrate knowledge of and recognize the various components of song form, such as introduction, verse, chorus and bridge
5. recognize, aurally, and describe various extended ternary forms, such as minuet and trio, sonatina, sonata and sonata-allegro.

Application

The student will:

1. [not applicable]
2. create short (four–eight measure) melodies in both the dorian and lydian modes
3. a. create a short melody, and then create six variations on that melody
b. compose a theme and variations using the material from 3. (a)
c. harmonize and orchestrate the theme and variations composed in 3. (b)
4. create a song of at least two verses, with chorus, introduction and instrumental and/or vocal bridge. Lyrics may be original or derived from another source, keeping copyrights in mind
5. compose a piece in an extended ternary form.

HISTORY OF WESTERN MUSIC—LEVELS 1, 2, 3

The historical perspective of any subject is integral to gaining a more complete understanding of the subject as a whole. By attaining an understanding of the historical evolution of music in the Western World, students grasp the concept that inspiration for new ideas comes from music that has already been created. This module focuses on the relationship between music history and Western history. By understanding the similarities and differences between the musical communities of the past and those of the present, students develop a better understanding of their own musical heritage.

Students enhance research skills by delving into the lives of composers and uncovering an interdisciplinary cross-section of world history that includes art, literature, science and socio-political ideas. Students also develop listening skills by becoming acquainted with the music of various time periods and composers. These skills increase their awareness of the great diversity and wealth of treasures that have been left to us by the masters of the past.

SPECIFIC LEARNER EXPECTATIONS

Level 1

The student will:

- recognize that the history of Western music is part of a continuum that begins with ancient times and progresses through the Middle Ages, the Renaissance, the Baroque period, the Classic period, the Romantic period, and the twentieth century; and identify approximate dates of each style period
- identify major composers from each style period.

Note: Each style period may be recognized further through composers additional to those identified.

Based on a concurrent study of the elements and structures of music, as outlined in the Level 1 theory module, *the student will:*

- identify specified elements of music in recorded examples of Medieval music; i.e., Gregorian chant, music by Perotin, "Sumer is icumen in"
- identify specified elements of music in recorded examples of Renaissance music; i.e., music by Des Prez, Palestrina, Gabrieli
- identify specified elements of music in recorded examples of Baroque music; i.e., music by Vivaldi, Bach, Handel
- identify specified elements of music in recorded examples of Classic period music; i.e., music by Mozart, Haydn, Gluck
- identify specified elements of music in recorded examples of Romantic period music; i.e., music by Beethoven, Brahms, Chopin
- identify specified elements of music in recorded examples of twentieth century music; i.e., music by Bartok, Stravinsky, Ravel
- identify three significant world history events that correspond to each of the six musical periods
- identify music, aurally, according to style period.

Level 2

The student will:

- review the dates of the Baroque, Classic and Romantic periods, realizing that there is considerable overlap among all musical style periods
- demonstrate an understanding of the characteristics of Baroque music
- experience aurally and differentiate among the styles and types of Baroque music, such as orchestral concertos, oratorios, passions, cantatas, operas, fugues and dance suites
- experience aurally and characterize the music of at least two of the following Baroque composers: Monteverdi, Bach, Handel
- demonstrate an understanding of the characteristics of Classical music
- experience aurally and describe the structure of the following Classical forms: sonata-allegro, theme and variations, rondo, and minuet and trio
- experience aurally and characterize the music of at least two of the following Classical composers: Haydn, Gluck, Mozart, Beethoven
- demonstrate an understanding of the characteristics of Romantic music
- experience aurally and differentiate among the styles and types of Romantic music, such as sonatas; symphonies; chamber music, such as string quartets and solo piano forms; art songs; lieder
- experience aurally and characterize the music of at least two of the following Romantic composers: Berlioz, Rossini, Tchaikovsky.

Level 3

The student will:

- identify the characteristics of Renaissance music
- demonstrate an understanding of the different musical genres of the Renaissance period, such as the mass, motet, chanson, madrigal and canzona
- identify specified musical elements from recorded examples of the music of two or more of the following Renaissance composers: Dufay, Des Prez, Palestrina, Lassus, Monteverdi, Gabrieli, Byrd
- identify the musical characteristics from recorded examples of the music of at least three composers of different nationalities of the modern era: Debussy, Stravinsky, Schoenberg, Berg, Webern, Ives, Sibelius, Elgar, Joplin, Ravel, Hindemith, Walton, Copland, Prokofiev, Shostakovich, Varèse, Gershwin, Boulez, Cage, Stockhausen, Holst, Colgrass, Persichetti, Vaughan Williams, Bartok, Bernstein, Grainger
- paraphrase the life histories of at least one of the following composers: Debussy, Holst, Stravinsky, Ives, Ravel, Hindemith, Copland, Gershwin, Persichetti, Vaughan Williams, Bartok, Grainger.

MUSIC AND TECHNOLOGY—LEVELS 1, 2, 3

The development of electronic technology over the last twenty years has had a great affect on the music world. Computers, synthesizers and other electronic equipment/hardware are viewed as new and effective instruments in the development of a comprehensive understanding of music, from the science of sound to its organization into musical compositions.

The Music and Technology module explores the use of electronic technology and its application to the fundamentals of music. The

module is divided into the following areas of study: Science of Sound, Synthesis, MIDI (music industry digital interface), Sound Reinforcement, Sequencing, Multitrack Recording, Related Computer Programs, Synchronization, Sampling, and Signal Processing.

The chart below shows the areas of study for the three levels. Specific learner expectations for Music and Technology—Levels 1, 2 and 3 follow the chart.

Level 1	Level 2	Level 3
SCIENCE OF SOUND basics, frequency, wave forms, harmonics		
SYNTHESIS analog/digital control, volume/pitch envelopes, controllers, wave forms	SYNTHESIS tumbrel editing, filter, envelopes	
MIDI connections, modes, channelization	MIDI other MIDI messages, MIDI filters	
SOUND REINFORCEMENT cords, connectors, input transducers, mixers, amplifiers, speakers	SOUND REINFORCEMENT feedback, reverbation resonance	
SEQUENCING real-time recording, quantizing, multiple tracks, multitumbral use, loops	SEQUENCING editing	
MULTITRACK RECORDING punch-in/punch-out, "ping-ponging", cue re-mix		
		RELATED COMPUTER PROGRAMS
		SYNCHRONIZATION click tracks, various sync formats
		SAMPLING placing, organizing, editing
		SIGNAL PROCESSING equalization (EQ), reverb, delay, etc.

SPECIFIC LEARNER EXPECTATIONS

Level 1

Science of Sound

The student will:

- demonstrate an understanding of how vibrations produce sound
- demonstrate an understanding of the following:
 - pitch-frequency
 - loudness-amplitude
 - timbre
- demonstrate an understanding of periodic wave form, and discuss those aspects of the wave form that define pitch, amplitude and timbre
- demonstrate a knowledge of the term frequency, and describe its relationship to pitch
- demonstrate a knowledge of the term harmonics, its relationship to fundamental pitch, and its effect on timbre and wave shape.

Synthesis

In order to develop an understanding of the process of electronically synthesizing musical sounds, *the student will:*

- summarize and be able to describe the concepts of analog and digital control in synthesizers
- demonstrate an understanding of and an ability to manipulate volume envelopes and low frequency oscillator (LFO) volume modulation
- demonstrate an understanding of and an ability to manipulate pitch envelopes and LFO pitch modulation
- demonstrate an understanding of and an ability to describe and manipulate the various types of controllers common to synthesizers, such as pitch wheels, LFO triggers and wheels, volume pedals, hold pedals, after touch
- demonstrate an understanding of and an ability to describe, combine and edit the following wave types: sine, sawtooth, triangle, square, pulse, pressure controlled microphone (PCM) samples.

MIDI

The student will:

- demonstrate an understanding of the four MIDI modes: poly omni on, poly omni off, mono omni on, mono omni off
- demonstrate the function of MIDI in, MIDI out, and MIDI thru
- summarize the concept, and demonstrate the function of MIDI channelization
- demonstrate the function of the master-slave relationship in a MIDI network of multiple keyboards
- explain the electronic concept of how MIDI reception converts numerical values back into musical values.

Sound Reinforcement

The student will:

- demonstrate the function of power cords
- demonstrate the function of the following types of patch cords and connectors:
 - balanced/unbalanced
 - connectors —a variety of 1/4 inch phone jacks
 - high impedance/low impedance
 - shielded/unshielded
 - stereo/mono
- demonstrate the function of MIDI cords
- demonstrate the function of the following types of input transducers:
 - contact pick-ups
 - magnetic pick-ups
 - microphones
- demonstrate the operation of the following on a mixer:

- inputs	- controls	- sub-busses	- outputs
● Aux	● effects	● effects	● effects
● insert	● EQ	● FLB	● FLB
● line	● pan	● PGM	● line
● MIC	● trim	● solo	● PGM
● tape			● speaker (powered mixers only)
			● stereo
- demonstrate an understanding of the functions of pre-amplifiers, power amplifiers and integrated amplifiers
- demonstrate an understanding of the function of low-frequency drivers, high-frequency drivers, crossovers and full-range loudspeakers.

Sequencing

The student will:

- understand and demonstrate sequences
- understand and demonstrate linear recording on one track in real time
- understand and demonstrate the process of quantizing
- understand and demonstrate the process of recording on multiple tracks with multiple timbres in real time
- understand and demonstrate the process of loop/cycle recording.

Multitrack Recording

The student will:

- demonstrate an understanding of the overall process of multitrack recording
- operate a multitrack tape recorder, and perform the following operations:
 - record basic tracks, inputting via close direct miking, ambient miking and direct inputs, in synchronization with a click track
 - do punch-in and punch-out procedures
 - collapse (ping-pong) tracks
 - set up cue and monitor mixes
 - add effects
 - remix.

Level 2

Synthesis

The student will:

- demonstrate an understanding of timbre manipulation, through the use of the following filters:
 - high pass
 - low pass
 - band pass
- demonstrate an understanding of timbre change-over time, through the use of the filter envelope
- demonstrate an understanding of timbre change, by combining wave forms or modulating one wave form using another.

MIDI

The student will:

- demonstrate how a MIDI program change will alter instrumentation in a sequence
- demonstrate an understanding of the various control changes, such as tempo and volume
- demonstrate an understanding that MIDI information flow is not infinite and that MIDI filters can remove certain kinds of information (after touch, etc.) in order to keep essential information flowing without significant time lag.

Sound Reinforcement

The student will:

- demonstrate an understanding of the following phenomena as they apply to a live sound reinforcement situation:
 - reverberation
 - resonance
 - sympathetic vibration
 - feedback
 - distortion
- design, set up, connect and operate a live sound reinforcement system.

Sequencing

The student will:

- demonstrate an understanding of the following sequencing processes:
 - correcting errors in pitch and time, through:
 - event editing
 - graphic editing
 - altering instrumental balance and volume through either event editing or graphic editing
 - transposition within a sequence
 - time shifting within a sequence
 - "cut and paste" in building a sequence.

Level 3

Related Computer Programs

The student will:

- demonstrate an understanding of sequencing programs
- demonstrate an understanding of the sound editing process in editor-library programs
- demonstrate an understanding of the ability to save, store, organize and recall sounds in editor-library programs
- demonstrate an understanding of the ability to produce printed music through transcription/notation programs
- demonstrate an understanding of the ability to edit printed music through transcription/notation programs.

Synchronization

The student will:

- demonstrate an understanding of the usage of and be able to record a click track
- demonstrate the application of the following types of synchronization formats:
 - various pulse per quarter note (PPQ) formats
 - MIDI clock
 - frequency shift keying (FSK)
 - Society of Motion Picture and Television Engineers (SMPTE) time code
 - MIDI time code
- be able to synchronize all devices at hand.

Sampling

The student will:

- demonstrate an understanding of the operation of samplers
- perform basic sampling, such as placing the sample, organizing groups of samples and playing them back
- manage sampled data, such as saving and loading to and from available storage devices
- edit samples to the maximum capability of the equipment at hand, such as looping, tuning, truncating and editing other wave parameters
- understand the relationship between sample rate, sample length and sample memory.

Signal Processing and Effects

The student will:

- understand the use and demonstrate the operation of an equalizer
- understand the use and demonstrate the operation of the various types of reverberation effects that may be generated by the equipment at hand
- understand the use and demonstrate the operation of a delay unit
- understand the use and demonstrate the operation of a compression unit
- understand the use and demonstrate the operation of a limiter
- understand the use and demonstrate the operation of the following types of electronic effects:
 - chorus - exciter - noise gate - tremolo
 - distortion - flanger - phaser - vibrato.

WORLD MUSIC—LEVELS 1, 2, 3

The World Music module is designed to increase the understanding and appreciation of the music of world cultures. The study of World Music develops a fuller understanding of the elements and structures that are common to all music. Students study a wide range of ethnic music and focus on the influences of the music of one culture upon another. An important component is the performance of and exposure to a broad range of musical styles from around the world.

For Level 1, the student studies a minimum of five cultures from the following:

- East Asian
- European
- Latin American
- Middle Eastern
- Native Canadian
- North American
- South Asian
- Sub-Saharan African.

In Level 2, the student focuses on African-American music while also studying the music from any three chosen cultures, such as:

- Afghani/Pakistani
- Australian Aboriginal
- Brazilian
- Cajun/Acadian
- English-Canadian
- French-Canadian
- Greek
- Icelandic
- Indonesian
- Native Canadian/Inuit
- Netherlander
- Polynesian
- Spanish
- Ukrainian.

In Level 3, the student studies, in depth, the ethnic music from any one chosen culture. It is recommended that at this level the student use an independent research format, identifying specific research topics.

When making choices, the teacher may wish to encourage students to emphasize Canada's founding cultures, or those represented in the community or class.

SPECIFIC LEARNER EXPECTATIONS

Level 1

The student will:

- demonstrate an understanding of a broad definition of music as organized sound
- define ethnomusicology
- discuss the humanistic origins of the music of specific cultures
- identify and compare various styles of folk music and art music, from a specific recorded example
- describe, compare and contrast the following musical instrument categories:
 - aerophone
 - chordophone
 - electrophone
 - idiophone
 - membranophone
- identify an example of each of the musical instrument categories listed above
- explain the multicultural role that music plays in the community.

For each of five chosen cultures, *the student will*:

- identify specified musical elements in recorded examples
- discuss the function of timbre and texture in its music
- compare and contrast the formal structures of its music with that of the other cultures studied
- demonstrate an understanding of the geographic parameters
- demonstrate an understanding of its language(s), spiritual beliefs, history, government and natural environment
- categorize its most common musical instruments
- identify the way(s) the voice is used in its music
- recognize, aurally, and discuss common characteristics of its music
- identify and classify, aurally and visually, at least three common musical instruments
- perform one melodic or rhythmic mode found in a specific musical example
- identify a typical rhythmic pattern found in its music.

Level 2

The student will:

- identify and describe the movement of Sub-Saharan African people, during the slave trade period, and the influence of their music in other world cultures
- identify the similarities and differences between at least four of the following types of music and Sub-Saharan African traditional folk music:
 - African Highlife
 - Blues
 - Calypso
 - Gospel
 - Jazz
 - Mento
 - Modern West African
 - Reggae
 - Rhythm and Blues
 - Rocksteady
 - Ska
- identify and define examples of acculturation for each of the styles chosen from the above list.

For each of three chosen cultures, *the student will*:

- identify specified musical elements in recorded examples
- discuss the function of timbre and texture in its music
- compare and contrast the formal structures of its music with that of the other cultures studied
- demonstrate an understanding of the geographic parameters
- demonstrate an understanding of its language(s), spiritual beliefs, history, government and natural environment
- categorize its most common musical instruments
- identify the way(s) the voice is used in its music
- recognize, aurally, and discuss common characteristics of its music
- identify and classify, aurally and visually, at least three common musical instruments
- perform one melodic or rhythmic mode found in a specific musical example
- identify a typical rhythmic pattern found in its music.

Level 3

The student will demonstrate an understanding of the music of one world culture, and:

- outline the effects of geography, climate, population, language, spiritual beliefs, industry and government on its society and its artistic output
- identify the common characteristics of its ethnic music
- perform or play a recorded example of its ethnic music
- demonstrate an understanding of its most common musical instruments
- identify the way(s) the voice is used in its music
- describe and outline the characteristics of its music, using the fundamental elements and structures as identified in Level 3 theory component
- form a generalization of the musical influences of other bordering cultures
- identify the similarities and differences of the music forms and genres within the culture; e.g., work songs, ballads, children's songs, political songs, festival music, religious music
- identify the similarities and differences between the common characteristics of its music and that of another distant culture
- forecast the influence of its ethnic music on the popular music of North America
- assess the influence that gender, age and/or class has on its music
- describe the role that music plays in its society
- identify and assess the influence of electronic technology on its culture's music traditions
- identify the similarities and differences between its traditional folk music and its modern popular music
- identify the musical characteristics found in its national anthem that reflect its own culture and those characteristics that show the influence of other cultures.

CAREERS IN MUSIC

A career in music provides students with the opportunity for lifelong employment with excellent opportunity for mobility and advancement. Music students are able to capitalize on their talents as performers, consumers and creators. Music is a basic commodity that takes on many styles and forms in our society. It will always be in demand.

This module is designed to familiarize students with the many possibilities that exist in the field of music in the working world. Both vocational and avocational possibilities are explored. In addition to researching professional career possibilities, students are encouraged to explore the various ways in which they are able to benefit from music as a life-enriching leisure activity. The career opportunities considered are classified generally into one of the following six major areas. The musician as:

- business person
- creator
- educator
- listener
- performer
- related music careers.

Within these categories are numerous professions for students to research in detail, and determine the training necessary to succeed in each. The actual amount of time spent researching each individual career will depend upon class structure, interest, available resources and teacher expertise. Students are expected to develop a general understanding of career classifications. It is

also expected that more emphasis will be placed on those careers proving to be most beneficial to the individuals in the class.

Music-related careers to be explored within this module are:

Accompanist
Advertisement and Jingle Composer
Arts Administrator
Booking Agent
Church Musician
College or University Music Professor
Composer
Concert Soloist
Conductor
Elementary School Music Educator
Freelance Musician—Classical and Club
Instrument Repair Technician
Military Musician
Motion Picture Score Composer
Music Adjudicator
Music Commentator for Radio and Television
Music Critic
Music Education Administrator
Music Librarian
Music Instrument Manufacturer
Music Publisher
Music Retailer
Music Software Developer
Music Therapist
Opera Singer
Piano Tuner and Technician
Popular Musician
Private Music Instructor
Secondary School Music Educator
Symphony Musician
Sound Engineer
Studio Musician.

SPECIFIC LEARNER EXPECTATIONS

The student will:

- demonstrate an understanding of current training required, salary ranges, job prospects and opportunities for advancement for at least seventeen music careers. Up to five of these careers may come from one area. Of the twelve remaining careers to be researched, at least one choice must be selected from each of the six major areas listed
- demonstrate an understanding of how the various careers affect lifestyle.

The Musician as a Business Person

Arts Administrator

The student will:

- demonstrate an awareness of the following:
 - financial management
 - function of governments in relation to the arts
 - marketing and promotion
 - music administration and programming
 - personnel management
 - public relations
 - volunteer coordination.

Booking Agent

The student will:

- demonstrate an awareness of contractual negotiations, terms and riders, etc.
- demonstrate knowledge of such terms as commission, showcasing, trade paper, compensation, reimbursement, artist warranties, exclusivity, term, advisement.

Instrument Repair Technician

The student will:

- understand the apprenticeship programs that are available
- demonstrate an awareness of modern technology in the trade
- identify the relationship between the business side and the performer/educator side of the profession.

Music Instrument Manufacturer

The student will:

- identify processes in the music instrument manufacturing industry, such as producing, testing, promoting, selling.

Music Publisher

The student will:

- identify the customers of a music publisher
- identify several marketing techniques for introducing new materials and/or products
- demonstrate awareness of the term copyright and its implications
- identify the relationship between the business side and the performer/educator side of the profession
- identify the main points contained in a songwriter royalty contract.

Music Retailer

The student will:

- identify the relationship between the business side and the performer/educator side of the profession
- differentiate among “full line”, “institutional” and “combo” music stores, and give an example of each
- understand the variety of “speciality” music stores that exist and the consumers they target
- demonstrate an understanding of the term franchise and its implications
- identify the kinds of support provided to educators through such events as festivals, clinics, conferences
- gather information on local “instrument rental” programs
- demonstrate an understanding of the terms inventory and profit margin
- recognize the National Association of Musical Merchandisers (NAMM) organization and the services it provides.

Piano Tuner and Technician

The student will:

- understand the process of piano tuning
- demonstrate knowledge of such terms as A440, tuning hammer, beats.

The Musician as a Creator

Advertisement and Jingle Composer

The student will:

- demonstrate an understanding of the classic “doughnut” form for commercial spots; i.e., front, bed, tag
- demonstrate knowledge of such terms as music house, jingle house, creative fee, voice-over.

Composer

The student will:

- demonstrate knowledge of the terms commissioned work and copyright
- identify some of the moods that are created in various compositions, and discuss how they are created
- demonstrate knowledge of the term programmatic
- identify some major technologies that aid composers.

Motion Picture Score Composer

The student will:

- demonstrate an awareness of the changes that have occurred in the motion picture field since its beginnings
- identify the various functions of music in films
- identify the various techniques used in synchronizing music to a film.

Music Software Developer

The student will:

- demonstrate knowledge of such terms as licence agreement, upgrade, programming, computer languages.

The Musician as an Educator

College or University Music Professor

The student will:

- differentiate among the various classifications of music educators
- convey, through presentation, a musical concept with which he or she is familiar
- demonstrate an awareness of such terms as theory, harmony, counterpoint, musicology
- demonstrate knowledge of such terms as professional, professional development, inservicing, scheduling, code of ethics, sabbatical, tenure.

Elementary School Music Educator

The student will:

- differentiate among the various classifications of music educators
- convey, through presentation, a musical concept with which he or she is familiar
- design an outline of the major musical activities that will go on throughout a school year
- identify the four groupings of orchestral instruments, and classify all of the common instruments
- demonstrate knowledge of such terms as solfeggio, Orff approach, choir, Kodaly method, Suzuki method, Dalcroze
- demonstrate an understanding of the term curriculum
- demonstrate knowledge of such terms as professional, professional development, inservicing, scheduling, code of ethics, sabbatical.

Music Education Administrator

The student will:

- demonstrate knowledge of such terms as inservice, curriculum, personnel, budget process, staff support.

Private Music Instructor

The student will:

- differentiate among the various classifications of private music instructors
- convey, through presentation, a musical knowledge, skill or concept with which he or she is familiar
- identify the purpose of examinations and music festivals.

Secondary School Music Educator

The student will:

- differentiate among the various classifications of music educators
- convey, through presentation, a musical concept with which he or she is familiar
- demonstrate an understanding of the term curriculum
- design a basic outline of the school's annual performances and festivals
- demonstrate knowledge of such terms as professional, professional development, inservicing, scheduling, code of ethics, sabbatical.

The Musician as a Listener

Music Adjudicator

The student will:

- identify the elements of music upon which adjudicators base their judgments.

Music Critic

The student will:

- identify the elements of music upon which music critics base their judgments
- demonstrate an awareness of the tasks of an arts editor and a stringer.

The Musician as a Performer

Accompanist

The student will:

- understand the variety settings in which accompanists work
- demonstrate knowledge of such terms as festival, recital, audition.

Church Musician

The student will:

- demonstrate knowledge of such terms as choir, handbell choir, organ, liturgy.

Concert Soloist

The student will:

- demonstrate knowledge of such terms as technique, repertoire.

Conductor

The student will:

- identify and demonstrate several methods of communication used by conductors
- demonstrate knowledge of such terms as score analysis, podium, baton.

Freelance Musician—Classical and Club

The student will:

- differentiate the role of a freelance classical musician from that of a club musician
- understand the auditioning process
- demonstrate knowledge of such terms as doubling, union, self-employment, lounge, cruise line, nightclub, casuals, pickup band.

Military Musician

The student will:

- identify the process through which musicians enter the military
- identify the variety of musical groups that are represented in the military
- demonstrate knowledge of such terms as discipline, enlistment, branch of service, basic training.

Opera Singer

The student will:

- demonstrate knowledge of such terms as equity, audition, casting, stage manager, director, choreographer, designer, wardrobe, make-up artist, chorus.

Popular Musician

The student will:

- understand the variety of settings in which pop musicians work
- demonstrate knowledge of such terms as demo tape, headline act, house band, back-up band, gig, royalties, residuals.

Studio Musician

The student will:

- identify the variety of settings in which studio musicians can be found
- differentiate between such positions as contractor, leader, sideman
- demonstrate knowledge of such terms as copyist, orchestrator, doubling fees.

Symphony Musician

The student will:

- differentiate the roles of concertmaster, assistant concertmaster, principal and section players
- understand the hiring/auditioning process for symphony musicians
- demonstrate knowledge of such terms as union scale, player's association, service, concert dress, overtime, repertoire, excerpts, dress rehearsal, technical rehearsal, royalties.

Related Music Careers

Music Commentator for Radio or Television

The student will:

- demonstrate an understanding of the role of the Canadian Radio-television and Telecommunications Commission (CRTC)
- identify several of the more abundant radio formats; e.g., middle of the road (MOR), country and western (CW)
- demonstrate knowledge of such terms as playlist, sweeps, charts
- demonstrate awareness of music video channels and their impact on society
- demonstrate knowledge of such terms and professions as VJ, DJ.

Music Librarian

The student will:

- demonstrate an understanding of such terms as discography, Canadian Music Centre.

Music Therapist

The student will:

- research and identify Canadian institutions offering music therapy diplomas and/or degrees.

Sound Engineer

The student will:

- demonstrate an understanding of such terms as multitrack recording, ping-ponging, balance, fade, effects, mixing down
- understand the use of such equipment as microphones, booms, acoustic baffles, isolation booths, sound processing units
- demonstrate knowledge of the differences between analog and digital recording.

JAZZ APPRECIATION

Jazz is indigenous to the North American continent and has now become a music that is created worldwide. Through a systematic study of the history of jazz, the student becomes aware of how the North American experience gave birth to a new and distinct musical art form. Through a study of jazz improvisation, the student develops additional avenues of self-expression and performance.

This module explores the various styles of jazz, including a study of its origins. Through critical listening and analysis the student explores the historical and stylistic periods of jazz, with an emphasis on researching, creating and performing jazz music.

SPECIFIC LEARNER EXPECTATIONS

Elements and Roots of Jazz

The student will:

- define and discuss the following basic elements and structures of jazz:
 - blues
 - form
 - improvisation
 - swing
- analyze the fusion of music and cultures that collided to give birth to the jazz idiom:
 - African music
 - African-American music in the historical past, to the 1990s
 - rural blues
 - pre-jazz brass bands, such as Buddy Bolden, Bunk Johnson
 - ragtime, with emphasis on Scott Joplin.

Stylistic Categories

- *The student will* identify characteristics of the following stylistic categories, and identify aurally selected listening examples:
 - early jazz
 - blues
 - boogie woogie
 - swing
 - bebop
 - cool school
 - hard bop
 - free jazz
 - fusion.

Early Jazz

The student will identify the contributions of at least three of the following artists or groups:

- Austin High Gang
- Bix Beiderbecke
- Jelly Roll Morton
- Louis Armstrong
- New Orleans Rhythm Kings
- Original Dixieland Jazz Band.

Blues, Boogie, Early Big Bands

The student will identify the contributions of one artist or group from each of the following categories:

- Classic Blues
 - Ma Rainey
 - Bessie Smith
- Boogie Woogie
 - Fats Waller
- Early Big Bands
 - Duke Ellington
 - Fletcher Henderson.

Swing Era

The student will identify the contributions of at least three of the following artists or groups:

- Count Basie
- Coleman Hawkins
- Major Big Bands
- Transitional Figures
 - Jimmy Blanton
 - Charlie Christian
 - Roy Eldridge
 - Lester Young.

Bebop

The student will identify the contributions of at least two of the following artists:

- Dizzy Gillespie
- Charlie Parker
- Bud Powell.

Cool School, Hard Bop, Post-bebop

The student will identify the contributions of at least one artist or group from each of the following categories:

- Cool School
 - Miles Davis
 - Stan Getz
 - Lee Konitz/Lennie Tristano
- Hard Bop
 - Art Blakey
 - Max Roach/Clifford Brown
 - Horace Silver
- Post-bebop (modal and soul)
 - Cannonball Adderly
 - John Coltrane
 - Miles Davis.

Free Jazz, Fusion and Beyond

The student will summarize the contributions of, and identify aurally, compositions performed by a representative sample chosen from each of the following groups:

- Free Jazz
 - Ornette Coleman
 - John Coltrane
 - Cecil Taylor
- Fusion
 - Miles Davis
 - Herbie Hancock
 - Weather Report
- Current Trends
 - Dave Holland
 - Wynton Marsalis
 - David Murray
 - Steps Ahead.

Piano Stylists, Singers, Post-bebop

The student will identify the contributions of at least two artists or groups from each of the following categories:

- Piano Stylists
 - Nat King Cole
 - Bill Evans
 - Thelonious Monk
 - Oscar Peterson
 - Art Tatum
- Solo Vocalists
 - Louis Armstrong
 - Tony Bennett
 - Betty Carter
 - Ella Fitzgerald
 - Jon Hendricks
 - Carmen McCrae
 - Jimmy Rushing
 - Frank Sinatra
 - Mel Torme
 - Sarah Vaughan
- Vocal Groups
 - Boswell Sisters
 - Lambert, Hendricks, Ross
 - Manhattan Transfer
 - Mills Brothers.

POPULAR MUSIC

In order to better understand themselves and the world in which they live, it is vital for students to study art forms that are a reflection of their society. Popular music is often an indicator of young people's attitudes toward society and established social mores. The study of such music, including an examination of its historical, cultural and social perspectives, as well as its musical values, gives students a greater insight into the role of music in society, a critical understanding of all kinds of music, and a critical appreciation of the music they choose as consumers.

This module traces the development of popular music from its European and African roots to the present day. It examines the historical and cultural development of popular music with a focus on its influence on society. For the purpose of this module, popular music is defined as the music that students are listening to today. It may include music of any style or category regardless of its historical period. Popular music may be further delineated to include music that has developed concurrently with electronic technology and media; i.e., radio and television.

SPECIFIC LEARNER EXPECTATIONS

The student will:

- demonstrate an understanding of critical listening skills as applied to recorded examples of popular music
- demonstrate a historical understanding of the development of popular music
- distinguish, aurally, among a broad range of popular music genres
- identify and analyze, through critical listening and/or other forms of study, four styles of popular music, with specific reference to musical elements and structures
- demonstrate an understanding of how popular music reflects and affects society through the exploration of historical perspectives, cultural responses, social implications, and its relationship to other aspects of living
- examine, discuss and evaluate aesthetic responses to popular music.

INSTRUMENTAL MUSIC 10-20-30

A. PROGRAM RATIONALE AND PHILOSOPHY

The fine arts embrace music, art and drama without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles which apply to all three. Specifically, the student is involved as a creator, a performer, a historian, a critic and a consumer. Throughout the grades an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to criticize with discrimination the products of the mind, the voice, the hand and the body.

PHILOSOPHY FOR MUSIC EDUCATION

The systematic development of musical skills, knowledge and perception contributes to the total development of the individual. Music is accessible to all, and as students become sensitive to its expressive elements, they may develop insight into human feelings. Music education should begin at an early age and continue to encourage creative expression through performance, listening and composition.

The sense of meaning in music can be developed by the student as:

Performer

Performance is an active process involving the development and application of musical skills, knowledge and perceptions.

Listener, Evaluator, Consumer, Historian

These experiences develop an understanding of music and musicians of the past and present.

Composer

The organization of the elements of music into an intrinsically satisfying composition generates aesthetic creativity and perception.

B. GENERAL LEARNER EXPECTATIONS

The Senior High School Instrumental Music Program is designed to help students to develop competencies and to strive for excellence in the following categories:

PERFORMING

- To discover, develop and evaluate their talents and abilities in musical performance through establishing, extending and reinforcing correct technical skills.
- To recognize, interpret and perform rhythm, melody, harmony, form and expression as they appear in musical notation.
- To develop and perform a repertoire of quality literature.

LISTENING

To develop the ability to make intellectual and aesthetic judgments based on critical listening and analysis.

CREATING

To develop additional avenues of self-expression through interpretation, improvisation, arranging and composing.

RESEARCHING

To develop a knowledge of music history and literature and its relationship to world history. To make students aware of the applications of music in our society with respect to music careers, and avocational and leisure uses.

VALUING

To grow in the appreciation, understanding and enjoyment of music as a source of personal fulfillment.

ATTITUDES

Positive attitudes are fostered by success in singing, playing, reading, listening, creating and valuing music. Through instrumental music, students will be encouraged to:

- value the uniqueness of this communication skill
- appreciate fine arts as a form of personal enrichment, self-expression and/or entertainment
- be appreciative of human values as they are recorded in great instrumental literature
- develop positive, realistic self-images through an understanding and acceptance of themselves, with their strengths and their limitations
- develop an appreciation of the social value of instrumental participation
- continue to develop their creative abilities and to use them in a constructive manner to contribute to society and to personal satisfaction
- apply maximum effort and attain effectiveness in performance through physical and mental discipline
- appreciate creativity as exhibited in all areas of human endeavour
- maintain positive attitudes toward leisure in all its forms, present and future
- value the necessity of learning throughout life
- develop a sense of purpose in life and joy in living.

OVERVIEW OF THE PROGRAM

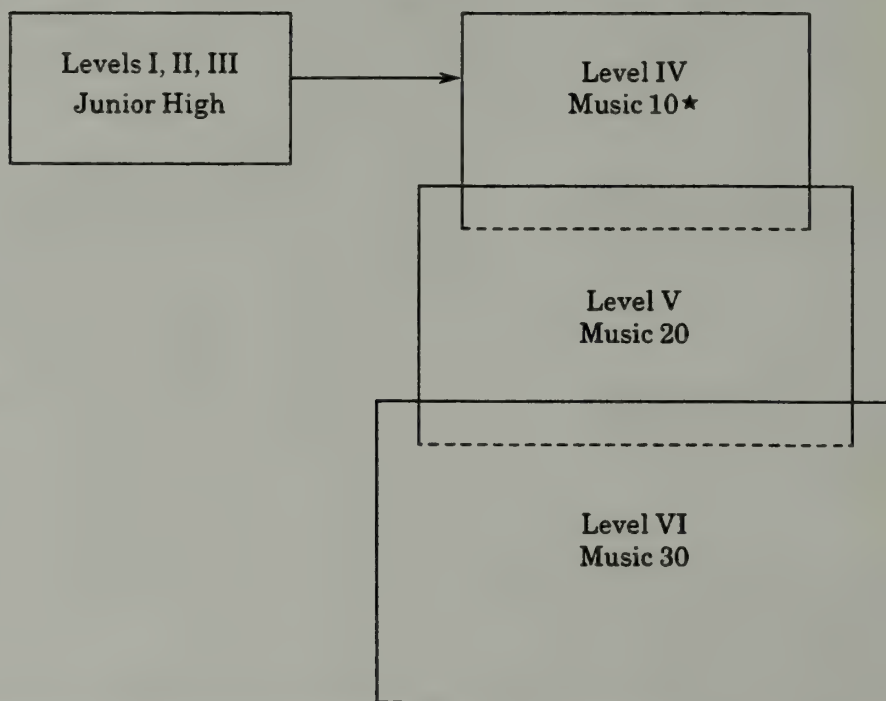
The Senior High School Instrumental Music Program is designed as a sequential and developmental approach to music instruction. Each level grows from those experiences previously presented. The program should be flexible, providing for several levels of student ability and achievement.

The Senior High School Instrumental Music Program may consist of a wind/percussion program and/or strings program. The basic theory aspects presented here apply to both string and wind/percussion programs. However, this document only deals specifically in its application to the wind/percussion program. The complete strings program (Levels I-VI) is contained in the *Junior High School Instrumental Curriculum Guide, 1988* (pp. 67-107).

The goals of the wind/percussion program are achieved through the development of aural skills, technical/theoretical skills, interpretive skills, intellectual skills and synthesis skills. In the secondary music program these skills are divided into six levels: Levels I, II and III (junior high, Grades 7-9); Levels IV, V and VI

(Music 10-20-30). Thus Levels IV, V and VI correspond to the first, second and third years of the high school music program; typically Grades 10, 11 and 12. Entry into the Level IV program presumes the student has successfully completed Level III of the Alberta junior high school curriculum or its equivalent. It is expected that by the end of three years in the senior high school music program, Level VI will be achieved.

Since the six levels of music comprise a continuous developmental pattern for growth and achievement and not necessarily a time period elapsed, additional entry into the high school music program can occur with teacher/administrator discretion even though a student may not have taken specific levels previously in a classroom setting.



★ Students may also be admitted to Instrumental Music 10 at teacher/administrator discretion.

Implementation Note:

Historically, the combining of students from more than one level into a single class has often been necessary. Undoubtedly this practice will continue; however, it is recommended that classes of only one level be offered where numbers warrant.

When two or more levels are combined, the teacher may adapt this curriculum in the areas of written and aural skills, rhythm and articulation, and history and listening, by selecting elements from each level taught. All other required components remain as specified.

C. SPECIFIC LEARNER EXPECTATIONS

Concept/Skill Charts

Performance

The student will recognize and be able to perform, using articulations from the articulation chart.

Level IV

In Level IV ranges:

- a chromatic scale ascending and descending
- major scales diatonically and in thirds from **Group A** in eighth notes at mm $\text{♩} = 120$
- minor scales diatonically from **Group A** in eighth notes at mm $\text{♩} = 96$
- major scales diatonically and in thirds from **Group B** in eighth notes at mm $\text{♩} = 72$
- minor scales diatonically from **Group B** in eighth notes at mm $\text{♩} = 60$

Level V

In Level V ranges:

- major scales diatonically and in thirds from **Group A** in eighth notes at mm $\text{♩} = 132$
- minor scales diatonically from **Group A** in eighth notes at mm $\text{♩} = 108$
- major scales diatonically and in thirds from **Group B** in eighth notes at mm $\text{♩} = 96$
- minor scales diatonically from **Group B** in eighth notes at mm $\text{♩} = 72$
- major scales diatonically and in thirds from **Group C** in eighth notes at mm $\text{♩} = 60$

Level VI

In Level VI ranges:

- major scales diatonically and in thirds from **Group A** in eighth notes at mm $\text{♩} = 144$
- minor scales diatonically from **Group A** in eighth notes at mm $\text{♩} = 120$
- major scales diatonically and in thirds from **Group B** in eighth notes at mm $\text{♩} = 108$
- minor scales diatonically from **Group B** in eighth notes at mm $\text{♩} = 96$
- major scales diatonically and in thirds from **Group C** in eighth notes at mm $\text{♩} = 72$
- minor scales diatonically from **Group C** in eighth notes at mm $\text{♩} = 60$

Group A

Major: B^b, E^b, A^b, F
Minor: G, C, F, D

Group B

Major: D^b, C, G, D
Minor: B^b, A, E, B

Group C

Major: A, G^b, E, B
Minor: F[#], E^b, C[#], G[#]

Performance (continued)

The student will recognize and be able to perform, using articulations from the articulation chart.

Level IV

In Level IV ranges:

- arpeggios in the keys from **Group A** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 120

brass: mm \downarrow = 84

- arpeggios in the keys from **Group B** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 72

brass: mm \downarrow = 60

Level V

In Level V ranges:

- arpeggios in the keys from **Group A** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 132

brass: mm \downarrow = 96

- arpeggios in the keys from **Group B** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 96

brass: mm \downarrow = 72

Level VI

In Level VI ranges:

- arpeggios in the keys from **Group A** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 144

brass: mm \downarrow = 108

- arpeggios in the keys from **Group B** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 108

brass: mm \downarrow = 84

- arpeggios in the keys from **Group C** in eighth notes at the following tempos:

woodwinds: mm \downarrow = 72

brass: mm \downarrow = 60

Ranges

Level IV

The student will recognize and be able to perform all pitches within these written ranges:

Piccolo



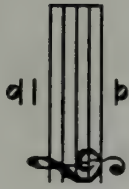
Flute



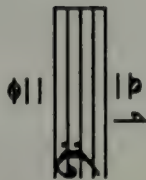
Oboe



English Horn



Bassoon



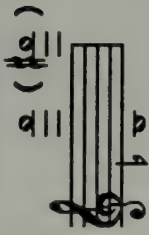
Clarinet



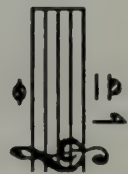
Alto/Bass Clarinet



Saxophone



Trumpet



Horn



Trombone/
Euphonium




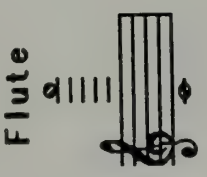
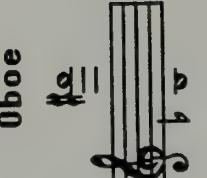
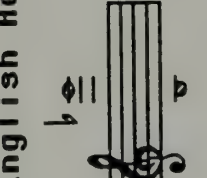


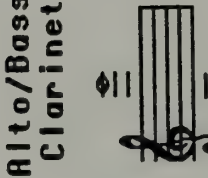
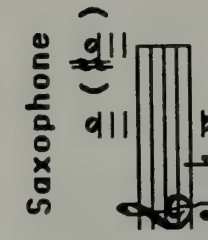
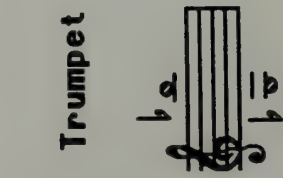

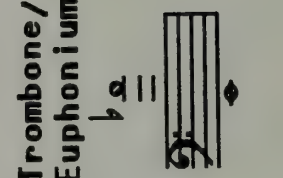

Tuba



Ranges (continued)

Level V

The student will recognize and be able to perform all pitches within these written ranges:

Piccolo 	Flute 	Oboe 	English Horn 
Bassoon 	Clarinet 	Alto/Bass Clarinet 	Saxophone 
Trumpet 	Horn 	Trombone/Euphonium 	Tuba 

Ranges (continued)

Level VI

The student will recognize and be able to perform all pitches within these written ranges:

Piccolo




A musical staff with a treble clef. The range is indicated by a diamond on the first line (G4) and another diamond on the first space (G5).

Flute




A musical staff with a treble clef. The range is indicated by a diamond on the first line (C4) and another diamond on the second space (C6).

Oboe



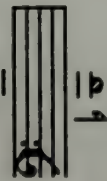
A musical staff with a treble clef. The range is indicated by a diamond on the first space (B3) and another diamond on the second space (B5).

English Horn




A musical staff with a treble clef. The range is indicated by a diamond on the first space (G3) and another diamond on the second space (G5).

Bassoon



A musical staff with a bass clef. The range is indicated by a diamond on the second space (B2) and another diamond on the second space (B4).

Clarinet



A musical staff with a treble clef. The range is indicated by a diamond on the first space (E3) and another diamond on the second space (E6).

Alto/Bass Clarinet



A musical staff with a treble clef. The range is indicated by a diamond on the first space (B2) and another diamond on the second space (B5).

Saxophone



A musical staff with a treble clef. The range is indicated by a diamond on the first space (B2) and another diamond on the second space (B5).

Trumpet



A musical staff with a treble clef. The range is indicated by a diamond on the first space (G3) and another diamond on the second space (G5).

Horn



A musical staff with a bass clef. The range is indicated by a diamond on the second space (C3) and another diamond on the second space (C5).

**Trombone/
Euphonium**



A musical staff with a bass clef. The range is indicated by a diamond on the second space (B2) and another diamond on the second space (B4).

Tuba



A musical staff with a bass clef. The range is indicated by a diamond on the second space (C2) and another diamond on the second space (C4).

Articulation

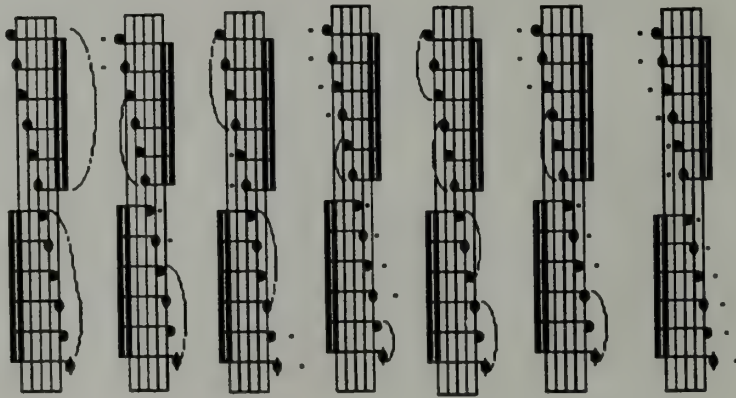
Note: When two or more levels are combined in one class, the teacher may adapt "articulation" by selecting elements from each level taught.

The student will:

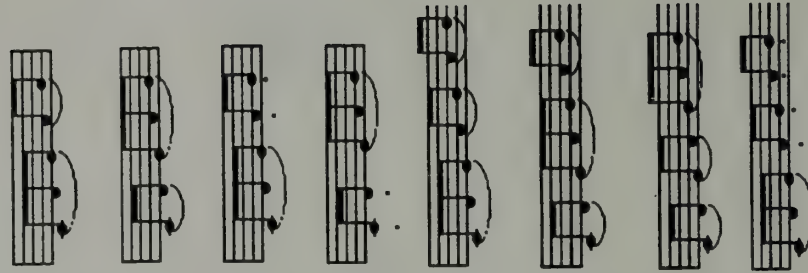
Level IV
recognize and perform articulation patterns of:



Level V
recognize and perform articulation patterns of:



Level VI
recognize and perform articulation patterns of:



These articulation patterns are models to be used in any melodic pattern.

Percussion

The student will:

1. Include mallet instruments in all categories of scale and arpeggio requirements with ranges as follows:
Level IV - 1 octave (with arpeggios)
Level V/VI - 2 octaves (with arpeggios)
(tempos should be the same as those given for woodwinds)
2. Be able to recognize and play all notes of the instruments at hand.
3. Continue to work on all previously introduced performance skills.

The student will:

Level IV

General Technique

Continue to develop evenness and facility of both hands to perform all forms of hand-to-hand techniques, including single and multiple bounce strokes and sticking patterns which mirror each other; e.g., **RLRLRLRL**

Snare Drum Technique

1. Continue to work on open and closed roll techniques for evenness and control at all dynamic levels.
2. Continue to develop flams, paradiddles, 3-stroke drags, 4-stroke ruffs, flam accents, flam paradiddles, and 5-, 7-, 9- and 17-stroke rolls.

Level V

General Technique

_____↑

Snare Drum Technique

_____↑

3. Develop the following:
Double and triple paradiddles, flamacues and ratamacues.

Level VI

General Technique

_____↑

Snare Drum Technique

_____↑

4. Develop the following:
Double and triple ratamacues, and single and double drags.

Percussion (continued)

The student will:

Level IV

Tympani Technique

1. Continue to develop ability to perform a smooth roll, passing rolls and dampening technique.
2. Continue to develop tuning abilities, including the ability to tune multiple pitches from a single pipe (such as that from a pitch pipe, tuning fork or a mallet instrument), without the aid of tuning gauges.

Other Percussion Instruments

The student will continue to develop proper techniques in playing other common percussion instruments as in the following:

1. Bass drum stroke, muffling and 1- and 2-handed rolls.
2. Cymbal crashing and choking techniques.
3. Triangle stroke and roll techniques.
4. Tambourine stroke and roll techniques.

The student will become familiar with and be able to perform on the following additional percussion instruments and accessories: woodblocks, cowbells, guiro, castanets, maracas, shaker, gong, finger cymbals, afuche, vibraslap and slapstick (whip).

Level V

Tympani Technique

3. Continue to develop tuning abilities as above, and to be able to do so rapidly in increasingly difficult passages, with frequent changes and less tonal intervals.

Other Percussion Instruments

Other Percussion Instruments

Level VI

Tympani Technique

Literature

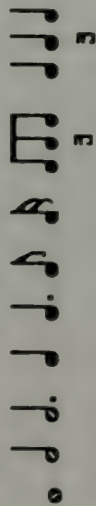
Since there is often great disparity in the level of difficulty between the percussion parts and the rest of the band, it is suggested that percussionists be strongly encouraged to perform standard solo and ensemble literature.

Rhythm Level IV

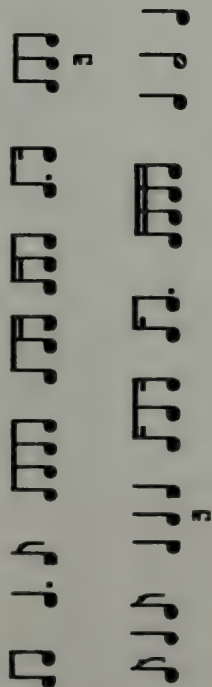
Note: When two or more levels are combined in one class, the teacher may adapt "rhythm" by selecting elements from each level taught.

The student will be able to recognize, write, verbally count and perform at various tempos:

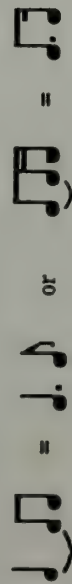
- previously learned note values and rests of the following duration:



- previously learned rhythm patterns in simple time:



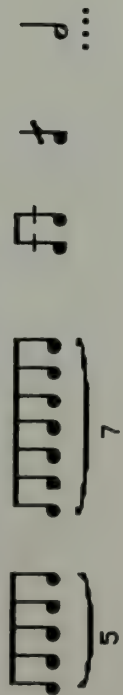
- previously learned rhythm patterns written using ties:



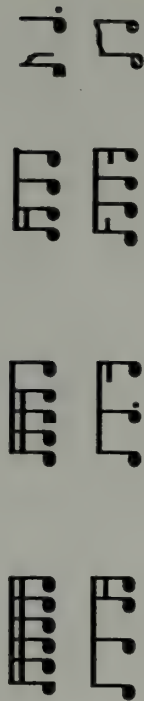
- previously learned rhythm patterns in compound time of:



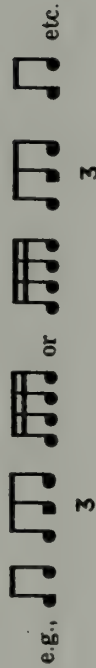
- new note values of the following duration:



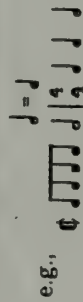
- new rhythm patterns:



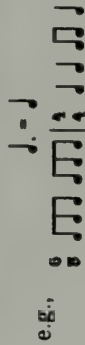
- previously learned patterns within a new context:
 - mixing divisions of 2, 3 and 4



- changing metre
 1. constant pulse, unit of beat changes from $\frac{3}{4}$ to $\frac{4}{4}$



- 2. constant pulse, unit of beat changes from $\frac{3}{4}$ to $\frac{4}{4}$

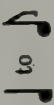
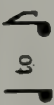


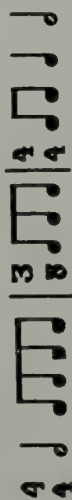
Rhythm (continued) Level V

Note: When two or more levels are combined in one class, the teacher may adapt "rhythm" by selecting elements from each level taught.

The student will be able to recognize, write, verbally count and perform at various tempos:





- previously learned rhythms and patterns from Level IV
- previously learned patterns within a new context:

- changing the unit of beat from  to 

e.g., 





- two against three

e.g.,




	2	2
player 1		
player 2		

- three against two

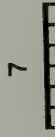
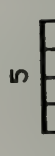
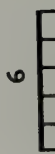
e.g.,

	3	3
player 1		
player 2		

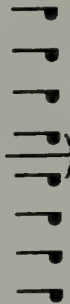
- mixing divisions of five, six and seven

e.g.,   

or

e.g.,   

- ties across a bar line

e.g., 

Written

Note: When two or more levels are combined in one class, the teacher may adapt "written" by selecting elements from each level taught.

Level IV

The student will be able to:

- recognize and write in treble or bass cleff, all intervals within an octave
- construct a major and a chromatic scale starting on any note
- recognize and write all major and minor key signatures from performance **Group A** and **Group B**

Level V

- recognize and write all intervals, including compound intervals
- transpose a simple melody up or down a major 2nd, perfect 5th or major 6th
- recognize and write all major and minor key signatures

Level VI

- construct mixolydian, dorian, natural minor, harmonic minor and melodic minor scales starting on any note
- transpose a simple melody to treble or bass clef
- recognize and write all major and minor key signatures
- recognize and write in treble or bass clef starting on any note, major, minor and V⁷ chords and their inversions

These written skills should be developed using the performance literature as much as possible.

Aural

Note: When two or more levels are combined in one class, the teacher may adapt "aural" by selecting elements from each level taught.

From a given example, the student will be able to:

Level IV

- recognize ABA, Rondo, and Theme and Variation forms
- recognize phrases and cadence points
- notate two measures of rhythmic phrases using one tone
- recognize the following intervals when played melodically ascending: unison, octave, perfect 4, perfect 5, major 3
- recognize when any two given tones are in tune/out of tune with one another in intervals of perfect 4, perfect 5, unison and octave

Level V

- recognize plagal (IV-I) and authentic (V-I) cadences
- notate three measures of rhythmic phrases using one tone
- recognize the following intervals when played melodically ascending: all intervals from Level IV, major 2, 6, 7, minor 3

Level VI

- recognize the harmonic progression I-IV-V-I
- notate four measures of rhythmic phrases using one tone
- recognize all simple intervals when played melodically, and major, minor and V⁷ chords
- recognize when any two given tones are in tune/out of tune with one another in intervals of minor 3

History

Note: When two or more levels are combined in one class, the teacher may adapt "history" by selecting elements from each level taught.

The student will be able to identify the following composers according to historical period and nationality. The student will listen to and make critical comment on a minimum of six works, covering all available style periods, and with particular attention to composers of wind band music.

Level IV

Level V

Level VI

Renaissance	Palestrina, Giovanni [1525-1594]	Gabrieli, Giovanni [1557-1612]	des Prez, Josquin [1440-1521]
Baroque	Purcell, Henry [1659-1695] Bach, Johann Sebastian [1685-1750] Handel, George Frideric [1685-1759]	Vivaldi, Antonio [1678-1741] Telemann, Georg Philipp [1681-1767]	Corelli, Arcangelo [1653-1713]
Classical	Haydn, Franz Joseph [1732-1809] Mozart, Wolfgang Amadeus [1756-1791] Beethoven, Ludwig von [1770-1827]		
Romantic	Wagner, Richard [1813-1883] Dvorak, Antonin [1841-1904] Brahms, Johannes [1833-1897] Tchaikovsky, Peter Ilyitch [1840-1893] Debussy, Claude [1862-1918]	Schubert, Franz [1797-1828] Berlioz, Hector [1803-1869] Chopin, Fredric [1810-1849] Liszt, Franz [1811-1886] Holst, Gustav [1874-1934] Elgar, Edward [1857-1934]	Rossini, Gioacchino [1792-1868] Mendelssohn, Felix [1809-1847] Verdi, Giuseppe [1813-1901] Greig, Edvard [1843-1907] Mahler, Gustav [1860-1911]
Modern	Stravinsky, Igor [1882-1971]	Bartok, Bela [1881-1945] Shostakovich, Dmitri [1906-1975] Britten, Benjamin [1913-1976]	Hindemith, Paul [1895-1963] Barber, Samuel [1910-1981] Copland, Aaron [1900-1990]
Wind Band	Grainger, Percy [1882-1961] Sousa, John Philip [1854-1932]	Vaughan Williams, Ralph [1872-1958] Persichetti, Vincent [1915-1987]	Jacob, Gordon [1895-] Schoenberg, Arnold [1874-1951]

Interpretive

Using the basic, recommended and suggested repertoire, the student will:

Level IV

- perform phrases achieving musical sensitivity and with correct stylistic performance practices
- make intellectual and aesthetic critiques of the repertoire in use
- select appropriate tempi for representative styles and periods
- demonstrate use of rubato, vibrato, nuances, flexibility of tempo
- demonstrate the meaning of dynamic marking

Level V

Level VI

Levels at a Glance

Level I

● aural skills

The student will:

- recognize tone/semitone relationship in a series of pitches
- understand how #, ^b and \sharp are used as accidentals, affecting fingerings, slide positions and notes
- recognize and perform accurately in the keys of:

CONCERT A^b, E^b, B^b, and F

- develop the concept of tonality by playing a simple melody in another tonal centre
- given the starting note, echo a five-note melody on instrument or voice
- match an appropriate tuning note
- recognize solo performances that demonstrate characteristic tone production

In order to achieve these objectives, student performances shall include vocalization.

● technical/theoretical skills

fundamentals

The student will:

- demonstrate proper instrument assembly, maintenance and care
- demonstrate proper playing position
- demonstrate a characteristic tone based on acceptable:
 - embouchure formation
 - breath support
 - aural concept of the characteristic tone
 - initiation of the tone
 - release of the tone
- demonstrate acceptable intonation
- watch and respond to the conductor
- exhibit positive musical attitude characterized by:
 - regular attendance at classes, rehearsals and performances
 - efficient practise habits
 - adherence to rehearsal practices
 - participation in extra-curricular musical activities
 - seeking out recordings, concerts and other musical information

● pitch

The student will:

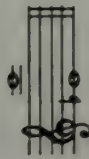
- recognize and understand the function of the following:
staff, treble clef, bass clef, flat, natural, ledger lines, accidentals, key signatures
- organize and perform pitches of Level I ranges in major scales and arpeggios of
CONCERT A^b, E^b, B^b, and F
J = 92

● **ranges**

The student will:

- recognize and be able to perform all pitches within these written ranges:

Flute



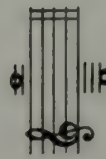
Oboe



Bassoon



Clarinet



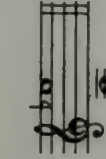
Saxophone



Trumpet



Horn



Trombone/
Baritone



Tuba



Mallet percussion uses the entire range.

● **dynamics**

The student will:

- list all dynamic levels in order: pp, p, mp, mf, f, ff
- give proper names and meanings for the above dynamic levels
- perform two dynamic levels demonstrating crescendo and decrescendo

● **duration**

The student will:

- recognize and interpret: note values and rests of the following durations:



metre signatures of:

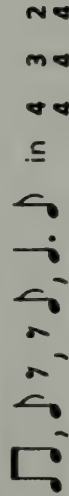
Common time $\frac{4}{4}$

$\frac{3}{4}$ $\frac{2}{4}$
 $\frac{4}{4}$ $\frac{4}{4}$

Alla breve/cut time $\frac{2}{2}$ Φ

bar line, measure, double bar, tie, fermata, syncopation

andante, moderato, allegro
rhythm patterns of:



● **form**

The student will:

- recognize and understand: phrasing cadence even measures in phrases AB, ABA

Level I (continued)

● articulation

The student will:

- recognize and perform:
slur

articulation patterns of:



● technique – percussion only

On mallet instruments, the student will:

- perform the same scales as the wind players and will demonstrate the single stroke roll

On snare drum, the student will:

- continue to develop single stroke, multiple-bounce, flam and paradiddle techniques
- learn to adjust snares

On tympani, the student will:

- begin tuning, play legato and staccato strokes and play a single stroke roll

On bass drum et al, the student will:

- properly initiate and release sound on a variety of instruments

● terminology

The student will:

- demonstrate through performance an understanding of D. S. al Fine, Fine, D. C. al Fine, coda, 1st and 2nd endings, extended rests, divisi, repeat signs (section, measure and two-measure)

● interpretive performance skills common to all levels

The student will:

- recognize that the phrase is the musical equivalent of a sentence
- identify and perform phrases, achieving musical sensitivity through stylistic practices such as:
 - development of intensity; i.e., tension and release
 - adding flexibility of tempo; i.e., rallentando, rubato, accelerando
 - adding dynamic contrast to repeated phrases or figures and extended passages or selections
- develop an awareness of balance, blend and texture within the ensemble
- perform stylistically the repertoire chosen from various historical periods and genres

Level II

● aural skills

The student will:

- recognize tone/semitone relationship in major, natural minor and harmonic minor scales
- recognize the difference between major and minor tonality
- recognize and perform accurately in the keys of:

CONCERT D^b, A^b, E^b, B^b, F, C and c minor

- transpose simple melodies to two other tonal centres
- given the starting note, echo an eight-tone melody on instrument or voice
- recognize and perform intervals of major and minor 3rds, perfect 4ths and 5ths and octaves
- listen to and recognize solo passages on his or her instrument in a variety of repertoires
- discriminate between major and triads

In order to achieve these objectives, student performances shall include vocalization.

● technical/theoretical skills fundamentals

The student will:

- demonstrate proper instrument assembly, maintenance and care
- demonstrate proper playing position
- produce a characteristic tone based on acceptable:
 - embouchure formation
 - breath support
 - aural concept of the characteristic tone
 - initiation of the tone
 - release of the tone

● technical/theoretical skills (continued)

- demonstrate acceptable intonation
- watch and respond to the conductor
- exhibit positive musical attitude characterized by:
 - regular attendance at classes, rehearsals and performances
 - efficient practise habits
 - adherence to rehearsal practices
 - participation in extra-curricular musical activities
 - seeking out recordings, concerts and other musical information

● pitch

The student will:

- recognize and understand the function of the following: whole and half step, major scales, enharmonic tones
 - organize and perform pitches of Level II ranges in major scales, arpeggios and thirds in **CONCERT** D^b, A^b, E^b, B^b, F, C
J = 120
- relative minors
chromatic scales in E^b, B^b

● dynamics

The student will:

- list and define the terms crescendo, decrescendo, diminuendo and allargando
- perform three dynamic levels demonstrating crescendo and decrescendo

Level II (continued)

• ranges

The student will:

- recognize and be able to perform all pitches within these written ranges:

Flute



Oboe



Bassoon



Clarinet



Saxophone



Trumpet



Horn



Trombone/
Baritone



Tuba

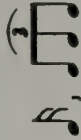


Mallet percussion uses the entire range.

• duration

The student will:

- recognize and interpret:
note values and rests of the following durations:



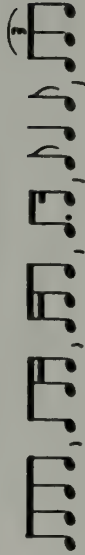
metre signatures of:

3 6
8 8

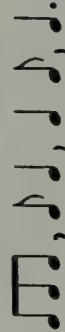
anacrusis (pick-up), caesura, legato, staccato
adagio, presto, ritardando

rhythm patterns of:

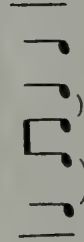
simple time



compound time



hemiola effect



• form

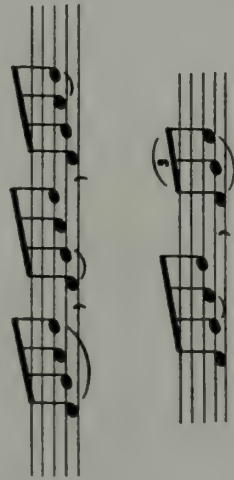
The student will:

- recognize and understand:
perfect and plagal cadence
uneven phrases
theme and variations

● articulation

The student will:

- recognize and perform:
 - legato
 - staccato
 - accents
- articulation patterns of



● technique – percussion only

On mallet instruments, *the student will:*

- study the same scales and arpeggios as the wind players and demonstrate proper selection of mallets for various styles of music

On snare drum, *the student will:*

- continue to develop single stroke, multiple-bounce, flam and paradiddle techniques
- begin tuning snare and batter heads

On tympani, *the student will:*

- continue to develop tuning (P4 and P5 above a given pitch), rolling, cross-sticking and dampening techniques

On bass drum et al, *the student will:*

- begin dampening, muting and rolling on various instruments and tuning both bass drum heads

● terminology

The student will:

- demonstrate through performance an understanding of *maestoso*, *alla marcia*, *arpeggio*, *tacet*, *poco a poco*, *simile*, *tutti*, *a²*

● interpretive performance skills common to all levels

The student will:

- recognize that the phrase is the musical equivalent of a sentence
- identify and perform phrases, achieving musical sensitivity through stylistic practices such as:
 - development of intensity; i.e., tension and release
 - adding flexibility of tempo; i.e., *rallentando*, *rubato*, *accelerando*
 - adding dynamic contrast to repeated phrases or figures and extended passages or selections
- develop an awareness of balance, blend and texture within the ensemble
- perform stylistically the repertoire chosen from various historical periods and genres

Level III

● aural skills

The student will:

- recognize tone/semitone relationship in major, natural minor, harmonic and melodic scales
- recognize the relationship between related major and minor scales
- recognize and perform accurately in the keys of:

CONCERT G^b, D^b, A^b, E^b, B^b, F, C, G and their relative minors

- transpose simple melodies with accidentals to two other tonal centres
- given the starting note, echo a four-measure phrase on instrument or voice
- recognize and perform intervals of major and minor 3rds, 6ths, perfect 4ths and 5ths and octaves
- listen to and recognize solo passages of the common wind-percussion instruments in a variety of repertoires
- discriminate between major triads, minor triads and dominant seventh chords

In order to achieve these objectives, student performances shall include vocalization.

● technical/theoretical skills fundamentals

The student will:

- demonstrate proper instrument assembly, maintenance and care
- demonstrate proper playing position

● technical/theoretical skills (continued)

- produce a characteristic tone based on acceptable:
 - embouchure formation
 - breath support
 - aural concept of the characteristic tone
 - initiation of the tone
 - release of the tone
- demonstrate acceptable intonation
- watch and respond to the conductor
- exhibit positive musical attitude characterized by:
 - regular attendance at classes, rehearsals and performances
 - efficient practise habits
 - adherence to rehearsal practices
 - participation in extra-curricular musical activities
 - seeking out recordings, concerts and other musical information

● pitch

The student will:

- recognize and understand the function of the following: intervals of M3, m3, P4, P5, P8, double sharp, double flat, chords, triad, I, IV, V and V₇
- organize and perform pitches of Level III ranges in major scales, arpeggios and thirds in
CONCERT G^b, D^b, A^b, E^b, B^b, F, C, G
J = 144

relative minors

chromatic scales over entire range

● dynamics



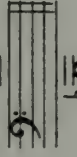





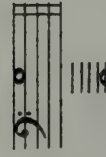
The student will:

- list, define and demonstrate sforzando, fp, f-p and morendo
- perform four dynamic levels demonstrating crescendo and decrescendo

● **ranges**

The student will:

- recognize and be able to perform all pitches within these written ranges:

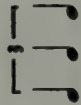
<u>Flute</u>	<u>Oboe</u>	<u>Bassoon</u>
		
<u>Clarinet</u>	<u>Saxophone</u>	<u>Trumpet</u>
		
<u>Horn</u>	<u>Trombone/ Baritone</u>	<u>Tuba</u>
		

Mallet percussion uses the entire range.

● **duration**

The student will:

- recognize and interpret:
note values and rests of the following durations:



metre signatures of:

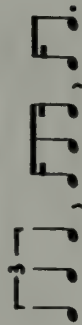
9 12 5 7
8 8 8 8

tenuto/tenura

grave, largo, lento, andantino, allegretto, vivace, rallentando, accelerando, ritenuto, a tempo, tempo primo

rhythm patterns of:

simple time



compound time



● **form**

The student will:

- recognize and understand:
imperfect cadences
rondo

Level III (continued)

● articulation

The student will:

- recognize and perform:

tenuto
marcato

articulation patterns of:



● technique – percussion only

On mallet instruments, *the student will:*

- study the same scales, arpeggios and chord sequences as the wind players

On snare drum, *the student will:*

- continue to develop single stroke, multiple-bounce, flam and paradiddle techniques
- replace drum heads

On tympani, *the student will:*

- demonstrate pitch changes of one step in two measures:
4 time ($\text{♩} = 120$ on individual tympani)
4
- demonstrate pitch changes on P4 and P5 in four measures:
4 time ($\text{♩} = 120$)
4

On bass drum et al, *the student will:*

- maintain previous techniques and tambourine thumb roll

● terminology

The student will:

- demonstrate through performance an understanding of ad lib, agitato, animato, appassionato, bravura, brillante, cantabile, dolce, espressivo, grandioso, grazioso, scherzando, sostenuto, tranquillo, attacca, cadenza, l'istesso, loco, 8va, meno, molto, mosso, senza, con, subito, piu

● interpretive performance skills common to all levels

The student will:

- recognize that the phrase is the musical equivalent of a sentence
- identify and perform phrases, achieving musical sensitivity through stylistic practices such as:
 - development of intensity; i.e., tension and release
 - adding flexibility of tempo; i.e., rallentando, rubato, accelerando
 - adding dynamic contrast to repeated phrases or figures and extended passages or selections
- develop an awareness of balance, blend and texture within the ensemble
- perform stylistically the repertoire chosen from various historical periods and genres

Level IV

● performance

The student will recognize and be able to perform using articulations from the Level IV articulation chart.

- a chromatic scale ascending and descending
- major scales diatonically and in thirds from **Group A** in eighth notes at mm \downarrow = 120
- minor scales diatonically from **Group A** in eighth notes at mm \downarrow = 96
- major scales diatonically and in thirds from **Group B** in eighth notes at mm \downarrow = 72
- minor scales diatonically from **Group B** in eighth notes at mm \downarrow = 60

<p>Group A Major: B^b, E^b, A^b, F Minor: G, C, F, D</p>

<p>Group B Major: D^b, C, G, D Minor: B^b, A, E, B</p>

- arpeggios in the keys from **Group A** in eighth notes at the following tempos:
woodwinds: mm \downarrow = 120
brass: mm \downarrow = 84
- arpeggios in the keys from **Group B** in eighth notes at the following tempos:
woodwinds: mm \downarrow = 72
brass: mm \downarrow = 60

● ranges

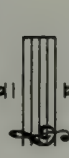
The student will:


- recognize and be able to perform all pitches within these written ranges:

Piccolo 

Flute 

Oboe 

English Horn 

Bassoon 


Clarinet 


Alto/Bass Clarinet 

Saxophone 

Trumpet 

Horn 

Trombone/Euphonium 

Tuba 

● percussion

The student will:

- include mallet instruments in all categories of scale and arpeggio requirements with ranges as follows:
Level IV – 1 octave (with arpeggios)
- be able to recognize and play all notes of the instruments at hand
- continue to work on all previously introduced performance skills

Level IV (continued)

General Technique

The student will continue to develop evenness and facility of both hands to perform all forms of hand-to-hand techniques, including single and multiple bounce strokes and sticking patterns which mirror each other; e.g., RLLRLRRL

Snare Drum Technique

1. Continue to work on open and closed roll techniques for evenness and control at all dynamic levels.
2. Continue to develop flams, paradiddles, 3-stroke drags, 4-stroke ruffs, flam accents, flam paradiddles, and 5-, 7-, 9- and 17-stroke rolls.

Tympani Technique

1. Continue to develop ability to perform a smooth roll, passing rolls and dampening technique.
2. Continue to develop tuning abilities, including the ability to tune multiple pitches from a single given pitch (such as that from a pitch pipe, tuning fork or a mallet instrument), without the aid of tuning gauges.

Other Percussion Instruments

The student will continue to develop proper techniques in playing other common percussion instruments as in the following:

1. Bass drum stroke, muffling and 1- and 2-handed rolls.
2. Cymbal crashing and choking techniques.
3. Triangle stroke and roll techniques.
4. Tambourine stroke and roll techniques.

The student will become familiar with and be able to perform on the following additional percussion instruments and accessories: woodblocks, cowbells, guiro, castanets, maracas, shaker, gong, finger cymbals, afuche, vibraslap and slapstick (whip).

Literature

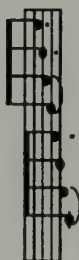
Since there is often great disparity in level of difficulty between the percussion parts and the rest of the band, it is suggested that percussionists be strongly encouraged to perform standard solo and ensemble literature.

• articulation

Note: Where two or more levels are combined in one class, the teacher may adapt "articulation" by selecting elements from each level taught.

The student will:

- recognize and perform articulation patterns of:



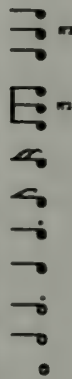
These articulation patterns are models to be used in any melodic pattern.

● **rhythm**

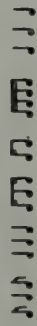
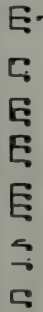
Note: When two or more levels are combined in one class, the teacher may adapt "rhythm" by selecting elements from each level taught.

The student will be able to recognize, write, verbally count and perform at various tempos:

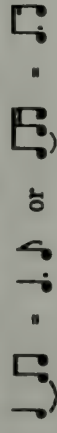
- previously learned note values and rests of the following



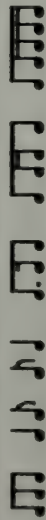
- previously learned rhythm patterns in simple time:



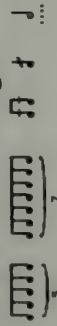
- previously learned rhythm patterns written using ties:



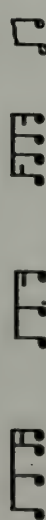
- previously learned rhythm patterns in compound time of:



- new note values of the following duration:

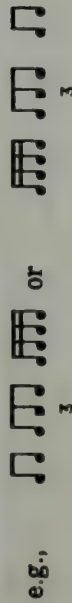


- new rhythm patterns:



- previously learned patterns within a new context:

- mixing divisions of 2, 3 and 4



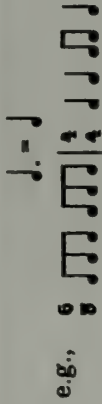
etc.

- changing metre

1. constant pulse, unit of beat changes from to



2. constant pulse, unit of beat changes from to



● **written**

Note: When two or more levels are combined in one class, the teacher may adapt "written" by selecting elements from each level taught.

The student will be able to:

- recognize and write in treble or bass clef, all intervals within an octave
- construct a major and a chromatic scale starting on any note
- recognize and write all major and minor key signatures from performance **Group A** and **Group B**.

These written skills should be developed using the performance literature as much as possible.

Level IV (continued)

● aural

Note: When two or more levels are combined in one class, the teacher may adapt "aural" by selecting elements from each level taught.

From a given example, the student will be able to:

- recognize ABA, Rondo, and Theme and Variation forms
- recognize phrases and cadence points
- notate two measures of rhythmic phrases using one tone ascending: unison, octave, perfect 4, perfect 5, major 3
- recognize when any two given tones are in tune/out of tune with one another in intervals of perfect 4, perfect 5, unison and octave

● interpretive

Using the basic, recommended and suggested repertoire at all levels, the student will:

- perform phrases achieving musical sensitivity and with correct stylistic performance practices
- make intellectual and aesthetic critiques of the repertoire in use
- select appropriate tempi for representative styles and periods
- demonstrate use of rubato, vibrato, nuances, flexibility of tempo
- demonstrate the meaning of dynamic marking

● history

Note: When two or more levels are combined in one class, the teacher may adapt "history" by selecting elements from each level taught.

The student will be able to identify the following composers according to historical period and nationality. The student will listen to and make critical comment on a minimum of six works, covering all available style periods, and with particular attention to composers of wind band music.

- | | |
|---------------|---|
| ● Renaissance | Palestrina, Giovanni [1525-1594] |
| ● Baroque | Purcell, Henry [1659-1695]
Bach, Johann Sebastian [1685-1750]
Handel, George Frideric [1685-1759] |
| ● Classical | Haydn, Franz Joseph [1732-1809]
Mozart, Wolfgang Amadeus [1756-1791]
Beethoven, Ludwig von [1770-1827] |
| ● Romantic | Wagner, Richard [1813-1883]
Dvorak, Antonin [1841-1904]
Brahms, Johannes [1833-1897]
Tchaikovsky, Peter Ilyitch [1840-1893]
Debussy, Claude [1862-1918] |
| ● Modern | Stravinsky, Igor [1882-1971] |
| ● Wind Band | Grainger, Percy [1882-1961]
Sousa, John Philip [1854-1932] |

Level V

- **performance**

The student will recognize and be able to perform using articulations from the Level V articulation chart.

- major scales diatonically and in thirds from **Group A** in eighth notes at $mm \downarrow = 132$
- minor scales diatonically from **Group A** in eighth notes at $mm \downarrow = 108$
- major scales diatonically and in thirds from **Group B** in eighth notes at $mm \downarrow = 96$
- minor scales diatonically from **Group B** in eighth notes at $mm \downarrow = 72$
- major scales diatonically and in thirds from **Group C** in eighth notes at $mm \downarrow = 60$

<p>Group A Major: B^b, E^b, A^b, F Minor: G, C, F, D</p>	<p>Group B Major: D^b, C, G, D Minor: B^b, A, E, B</p>	<p>Group C Major: A, G^b, E, B Minor: F[#], E^b, C, G[#]</p>
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- arpeggios in the keys from **Group A** in eighth notes at the following tempos:

woodwinds: $mm \downarrow = 132$

brass: $mm \downarrow = 96$

- arpeggios in the keys from **Group B** in eighth notes at the following tempos:

woodwinds: $mm \downarrow = 96$

brass: $mm \downarrow = 72$

- **ranges**

The student will:

- recognize and be able to perform all pitches within these written ranges:

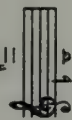
Piccolo



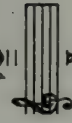
Flute



Oboe



English Horn



Bassoon



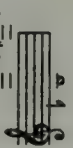
Clarinet



Alto/Bass Clarinet



Saxophone



Trumpet



Horn



Trombone/
Euphonium



Tuba



Level V (continued)

● **percussion**

The student will:

- include mallet instruments in all categories of scale and arpeggio requirements with ranges as follows:
Level V/VI – 2 octaves (with arpeggios)
- be able to recognize and play all notes of the instruments at hand
- continue to work on all previously introduced performance skills

General Technique

- continue to work on all previously introduced skills

Snare Drum Technique

- continue to work on all previously introduced skills
- develop double and triple paradiddles, flamacues and ratamacues

Tympani Technique

- continue to work on all previously introduced skills
- continue to develop previously introduced tuning skills, and to be able to do so rapidly in increasingly difficult passages, with frequent changes and less tonal intervals

Other Percussion Instruments

- continue to work on all previously introduced skills

Literature

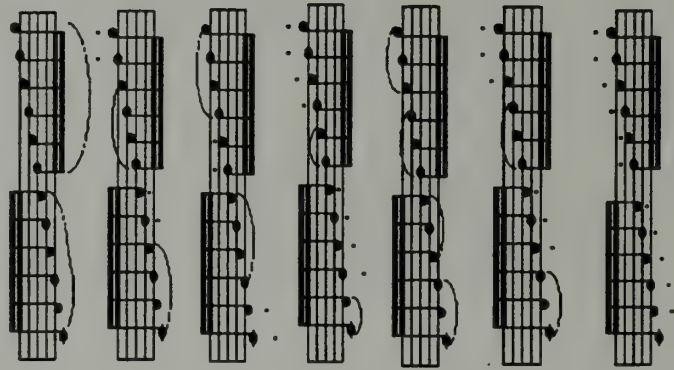
- continue as suggested in Level IV

● **articulation**

Note: When two or more levels are combined in one class, the teacher may adapt “articulation” by selecting elements from each level taught.

The student will:

- recognize and perform articulation patterns of:




These articulation patterns are models to be used in any melodic pattern.

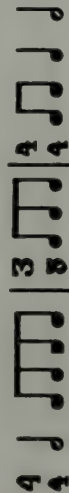
● **rhythm**

Note: When two or more levels are combined in one class, the teacher may adapt "rhythm" by selecting elements from each level taught.

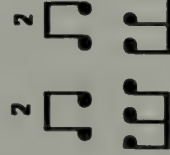
The student will be able to recognize, write, verbally count and perform at various tempos:

- previously learned rhythms and patterns from Level IV
- previously learned patterns within a new context:

- changing the unit of beat from  to 

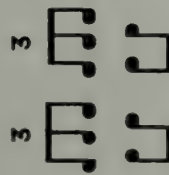
e.g., 

- two against three


 player 1 2
 player 2 3

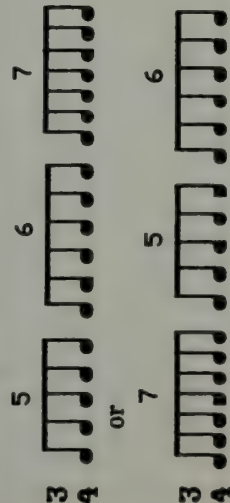
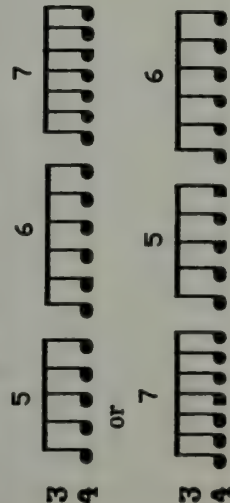
e.g.,

- three against two

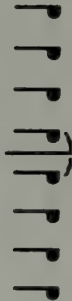

 player 1 2
 player 2 4

e.g.,

- mixing divisions of five, six and seven

e.g., 
 or
 e.g., 

- ties across a bar line

e.g., 

● **written**

Note: When two or more levels are combined in one class, the teacher may adapt "written" by selecting elements from each level taught.

The student will be able to:

- recognize and write all intervals, including compound intervals
- transpose a simple melody up or down a major 2nd, perfect 5th or major 6th
- recognize and write all major and minor key signatures

These written skills should be developed using the performance literature as much as possible.

● **aural**

Note: When two or more levels are combined in one class, the teacher may adapt "aural" by selecting elements from each level taught.

The student will be able to:

- recognize plagal (IV-I) and authentic (V-I) cadences
- notate three measures of rhythmic phrases using one tone
- recognize the following intervals when played melodically ascending: all intervals from Level IV, major 2, 6, 7, minor 3
- recognize when any two given tones are in tune/out of tune with one another in intervals of major 3

Level V (continued)

- **history**

Note: When two or more levels are combined in one class, the teacher may adapt "history" by selecting elements from each level taught.

The student will be able to identify the following composers according to historical period and nationality. The student will listen to and make critical comment on a minimum of six works, covering all available style periods, and with particular attention to composers of wind band music.

- Renaissance Gabrieli, Giovanni [1557-1612]
- Baroque Vivaldi, Antonio [1678-1741]
 Telemann, Georg Philipp [1681-1767]

- **Classical**

- Romantic Schubert, Franz [1797-1828]
 Berlioz, Hector [1803-1869]
 Chopin, Fredric [1810-1849]
 Liszt, Franz [1811-1886]
 Holst, Gustav [1874-1934]
 Elgar, Edward [1857-1934]

- Modern Bartok, Bela [1881-1945]
 Shostakovitch, Dmitri [1906-1975]
 Britten, Benjamin [1913-1976]

- Wind Band Vaughan Williams, Ralph [1872-1958]
 Persichetti, Vincent [1915-1987]

- **interpretive**

The student will:

- continue previously introduced concepts and skills

Level VI

- **performance**

The student will recognize and be able to perform using articulations from the Level VI articulation chart.

- major scales diatonically and in thirds from **Group A** in eighth notes at mm \downarrow = 144
- minor scales diatonically from **Group A** in eighth notes at mm \downarrow = 120
- major scales diatonically and in thirds from **Group B** in eighth notes at mm \downarrow = 108
- minor scales diatonically from **Group B** in eighth notes at mm \downarrow = 96
- major scales diatonically and in thirds from **Group C** in eighth notes at mm \downarrow = 72
- minor scales diatonically from **Group C** in eighth notes at mm \downarrow = 60

Group A	Group B	Group C
Major: B ^b , E ^b , A ^b , F Minor: G, C, F, D	Major: D ^b , C, G, D Minor: B ^b , A, E, B	Major: A, G ^b , E, B Minor: F [#] , E ^b , C, G [#]
<ul style="list-style-type: none"> • arpeggios in the keys from Group A in eighth notes at the following tempos: woodwinds: mm \downarrow = 144 brass: mm \downarrow = 108 • arpeggios in the keys from Group B in eighth notes at the following tempos: woodwinds: mm \downarrow = 108 brass: mm \downarrow = 84 		

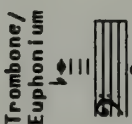
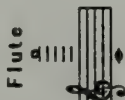
- arpeggios in the keys from **Group C** in eighth notes at the following tempos:
woodwinds: mm \downarrow = 72
brass: mm \downarrow = 60

Level VI (continued)

● ranges

The student will:

- recognize and be able to perform all pitches within these written ranges:



● percussion

The student will:

- include mallet instruments in all categories of scale and arpeggio requirements with ranges as follows:
Level V/VI – 2 octaves (with arpeggios)
- be able to recognize and play all notes of the instruments at hand
- continue to work on all previously introduced performance skills

General Technique

- continue to work on all previously introduced skills

Snare Drum Technique

- continue to work on all previously introduced skills
- develop double and triple ratamacues, and single and double drags

Tympani Technique

- continue to work on all previously introduced skills
- continue to develop previously introduced tuning skills, and to be able to do so rapidly in increasingly difficult passages, with frequent changes and less tonal intervals

Other Percussion Instruments

- continue to work on all previously introduced skills

Literature

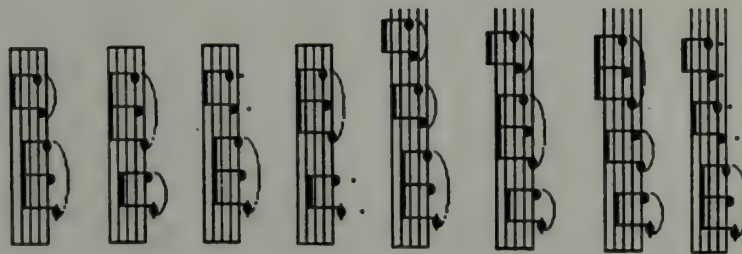
- continue as suggested in Level IV

● **articulation**

Note: When two or more levels are combined in one class, the teacher may adapt "articulation" by selecting elements from each level taught.

The student will:

- recognize and perform articulation patterns of:





These articulation patterns are models to be used in any melodic pattern.

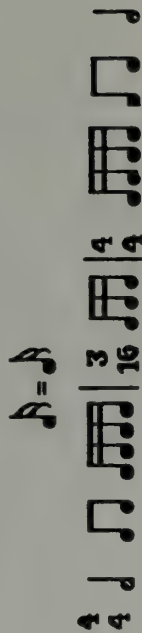
● **rhythm**

Note: When two or more levels are combined in one class, the teacher may adapt "rhythm" by selecting elements from each level taught.

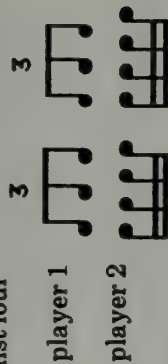
The student will be able to recognize, write and perform:

- previously learned patterns within a new context:

- changing the unit of beat from  to 

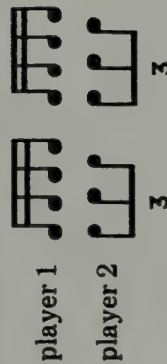


- three against four



e.g.,

- four against three



e.g.,

Level VI (continued)

● aural

Note: When two or more levels are combined in one class, the teacher may adapt "aural" by selecting elements from each level taught.

The student will be able to:

- recognize the harmonic progression I-IV-V-I
- notate four measures of rhythmic phrases using one tone
- recognize all simple intervals when played melodically, and major, minor and V⁷ chords
- recognize when any two given tones are in tune/out of tune with one another in intervals of minor 3

● written

Note: When two or more levels are combined in one class, the teacher may adapt "written" by selecting elements from each level taught.

The student will be able to:

- construct mixolydian, dorian, natural minor, harmonic minor and melodic minor scales starting on any note
- transpose a simple melody to treble or bass clef
- recognize and write all major and minor key signatures
- recognize and write in treble or bass clef starting on any note, major, minor and V⁷ chords and their inversions

These written skills should be developed using the performance literature as much as possible.

● history

Note: When two or more levels are combined in one class, the teacher may adapt "history" by selecting elements from each level taught.

The student will be able to identify the following composers according to historical period and nationality. The student will listen to and make critical comment on a minimum of six works, covering all available style periods, and with particular attention to composers of wind band music.

- Renaissance des Prez, Josquin [1440-1521]

- Baroque Corelli, Arcangelo [1653-1713]

● Classical

- Romantic Rossini, Gioacchino [1792-1868]

Mendelssohn, Felix [1809-1847]

Verdi, Giuseppe [1813-1901]

Greig, Edvard [1843-1907]

Mahler, Gustav [1860-1911]

● Modern

Hindemith, Paul [1895-1963]

Barber, Samuel [1910-1981]

Copland, Aaron [1900-1990]

● Wind Band

Jacob, Gordon [1895-]

Schoenberg, Arnold [1874-1951]

● interpretive

The student will:

- continue previously introduced concepts and skills

REQUIRED/ELECTIVE COMPONENT

The required component encompasses the knowledge, skills and attitudes that all students in the program should be expected to acquire.

The elective component provides opportunities to adapt and enhance the required portion of the program to meet the diverse needs and capabilities of individual students. It encourages the adaptation of content, teaching strategies, instructional time, evaluation activities and learning resources to meet specific individual student and/or group needs. The elective component provides for enrichment and for additional assistance to individual students, as necessary. Elective time may be used to develop further the required learner expectations through other forms and components, or add other learner expectations where appropriate. The maximum time allotment for the elective component of each complementary course is designed to be 30% of the instructional time.

The following list of strategies may be employed in order to address the elective component of the curriculum. These strategies are recognized as an integral part of a successful music program.

Performing

- Solos
- Etudes
- Small Ensembles
- Concert Tours
- Private Lessons
- Improvisation
- Electronic Music
- Keyboards
- Computer/Midi Instruments
- Doubling
- Conducting
- Contemporary Art Music
- Eurythmics/Dance
- Singing
- Pop/Show Music

Listening

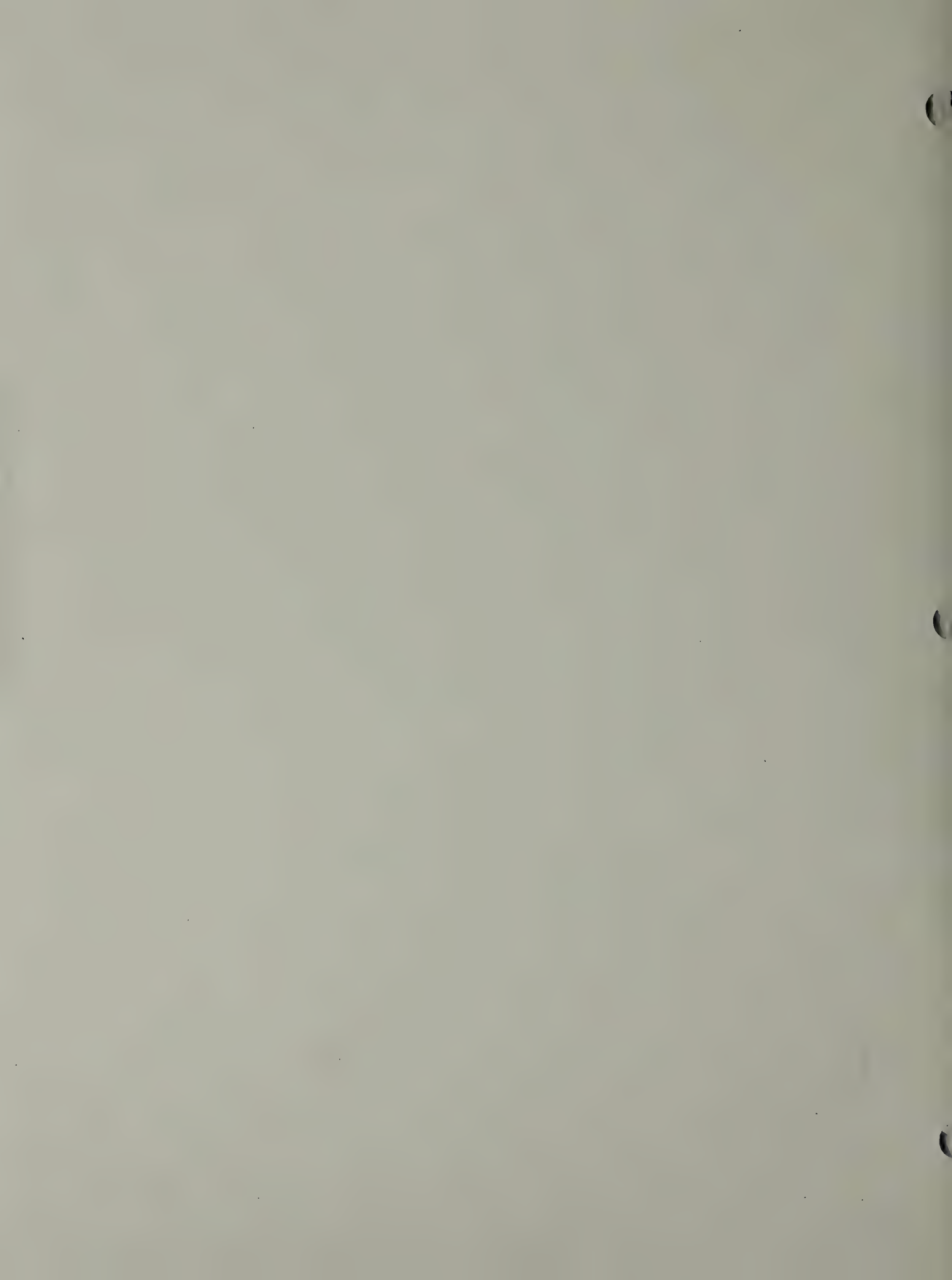
- Guest Artists
- Clinicians
- Video/Audio Recordings
 - orchestral
 - operatic
 - wind band
 - string quartet
 - woodwind quintet
 - brass quartet/quintet/choir
 - saxophone quartet
 - clarinet choir
 - jazz ensemble
 - jazz combo
 - soloists
 - choral

Creating

- Arranging
- Composing
- Interpreting

Researching/Evaluating

- History
- Literature
- Acoustics
- Criticism
- Analysis
- Careers
- Synthesizers/Midi Computers



GREEN CERTIFICATE PROGRAM

CONTENTS

Green Certificate Program

Cow-Calf Beef Production Technician

Cattle Care and Production 33

Calving and Herd Health 33

Beef Support Systems 33

Dairy Production Technician

Animal Husbandry and Health 33

Dairy Operations 33

Dairy Equipment Operation and Service 33

Feedlot Beef Production Technician

Handling Feedlot Cattle 33

Feedlot Cattle Care and Feeding 33

Feedlot Support Systems 33

Field Crop Production Technician

Field Crop Care 33

Land Preparation and Planting 33

Harvesting Operations 33

Irrigated Field Crop Production Technician

Irrigation Processes and Practices 33

Field and Crop Preparation 33

Field Crop and Forage Harvesting 33

Sheep Production Technician

Sheep Production and Health 33

Sheep Farm Operations and Equipment 33

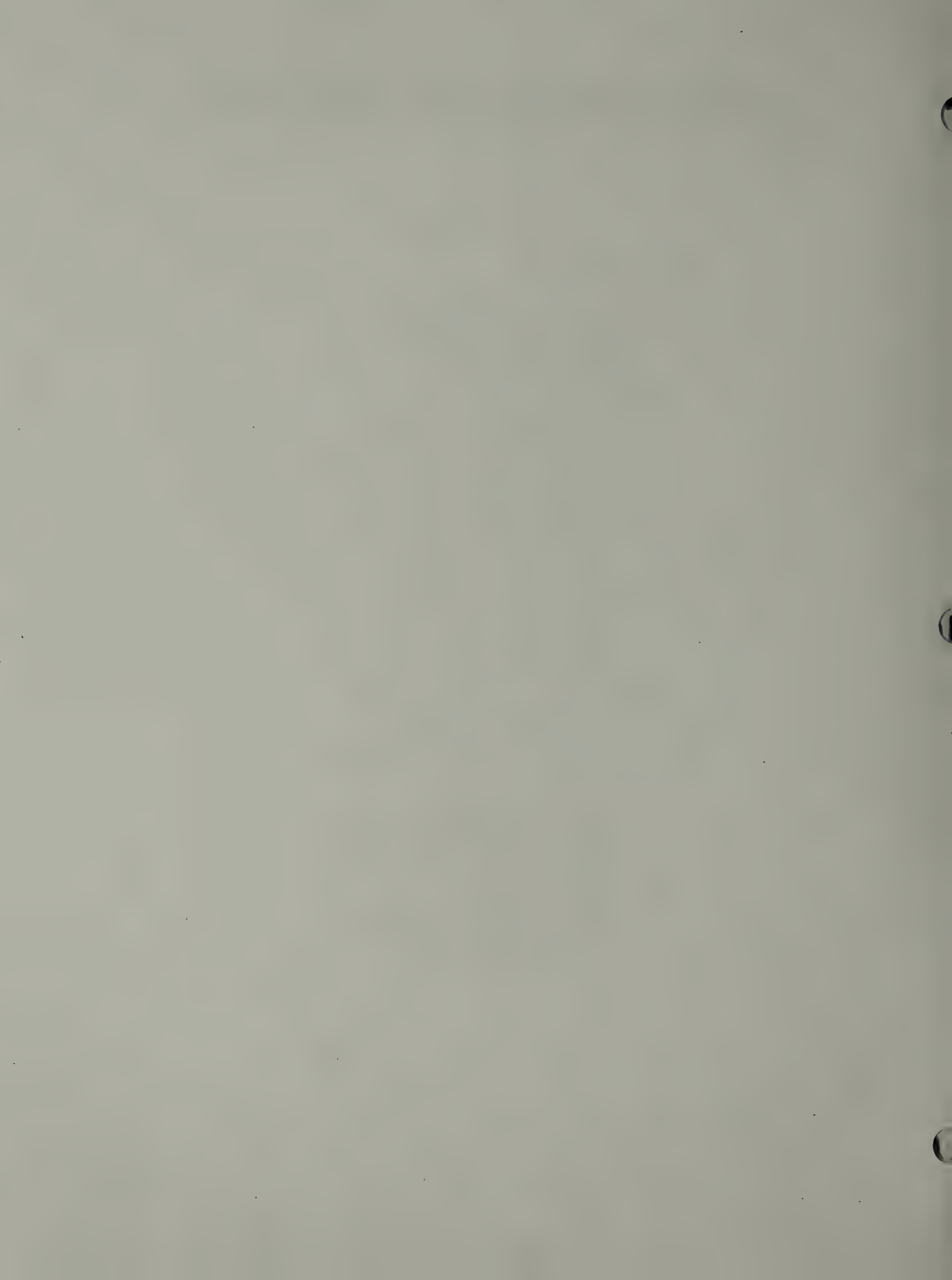
Sheep Handling and Facilities 33

Swine Production Technician

Swine Behaviour and Production 33

Swine Handling and Welfare 33

Swine Health and Operations 33



GREEN CERTIFICATE PROGRAM

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

The Green Certificate Program was developed by Alberta Agriculture, Food and Rural Development (AAFRD) as a means of developing human resources for Alberta's agriculture sector.

AAFRD continues to be the primary administrator of the Green Certificate Program and continues to be responsible for determining the performance outcomes for each agricultural specialization. However, through a partnership among Alberta Learning, AAFRD and representatives from each of the specializations, each of the Green Certificate specializations has been restructured and is now available as Alberta Learning approved courses.

Prior to the restructuring, students were able to access Green Certificate training by enrolling in work experience courses.

The new Green Certificate courses enable Alberta senior high school students to earn senior high school credits by enrolling in combinations of courses relating to one of the following specializations:

- Cow-Calf Beef Production
- Dairy Production
- Feedlot Beef Production
- Field Crop Production
- Irrigated Field Crop Production

- Sheep Production
- Swine Production.

Like the Registered Apprenticeship Program, each of the Green Certificate specializations provides students with access to the first level of an agricultural apprenticeship. Learners can progress in each specialization through two levels—technician level and supervisor level—and, if their career interests expand to management roles in agriculture, to a generic third level of the Green Certificate, the Farm Manager Program.

Each of the first two levels in each specialization requires approximately 400 hours of on-the-job learning.

The courses constituting this program of studies address the Level 1: Technician component only. Most senior high school students enrolling in and attaining a Green Certificate do so at the technician level. A small number of students may progress to the Level 2: Supervisor program in their selected specialization while still in school. To access Level 2 programs, students may enroll in Work Experience 15–25–35 courses.

Students completing a Level 1 Green Certificate in any of the specializations are awarded the Green Certificate Technician credential, and their Alberta Learning transcript will identify the specific courses completed.

PHILOSOPHY

The Green Certificate Program provides students with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn a credential leading to a career in agribusiness.

Students learn on the job, under the direction of experienced farm personnel and under the supervision and administration of AAFRD and Alberta Learning.

The notion of “learner as worker and worker as learner” is becoming increasingly accepted. There is considerable research that supports viewing the workplace as an extension of the school and the school as an extension of the workplace.

Similarly, experiential/applied learning is being increasingly seen as a vehicle for enhancing more formal learning systems, by making other senior high school courses more relevant and meaningful to the learner.

The Green Certificate Program is based on the above research and on the belief that programs delivered off campus contribute to effective learning and the development of closer linkages among the school, the student and the local community.

Within the philosophy of the Green Certificate Program, students enrolled in each specialization will:

- demonstrate general and specific outcomes that enable them to earn a Level 1: Technician credential within their selected specialization
- develop competencies in a selected agricultural specialization
- develop appropriate employability skills
- recognize and develop a positive attitude toward safety and safe workplace practices
- analyze career opportunities in the agricultural industry.

B. PROGRAM ORGANIZATION AND DELIVERY

PROGRAM ORGANIZATION

The Green Certificate Program currently consists of the seven specializations listed below. AAFRD is, however, currently considering the addition of new specializations.

- Cow–Calf Beef Production
- Dairy Production
- Feedlot Beef Production
- Field Crop Production
- Irrigated Field Crop Production
- Sheep Production
- Swine Production

The required outcomes for each specialization are structured as three nonsequential courses for a total of 16 credits. The first course in each specialization is offered for 6 credits and the other two courses are offered for 5 credits each.

For each specialization, local, seasonal and other factors will determine the order of delivering the three courses.

PROGRAM DELIVERY

Each course in each specialization of the Green Certificate Program is designed to be delivered off campus. Green Certificate courses must, therefore, be delivered in accordance with the Off-Campus Education policy, which requires that each potential workplace be inspected and approved annually by a person designated by the school authority.

In addition, a certificated teacher must be assigned the responsibility for ensuring that:

- the selected work placement provides a safe and caring learning environment
- effective learning is taking place
- the curriculum is being followed and that appropriate opportunities exist for the student to develop the competencies specified by the general and specific outcomes
- student progress is monitored and supervised
- student performance is appropriately assessed, in partnership with the employer and local AAFRD representative
- the student is enrolled in the corequisite course, CTR1210: Personal Safety (Management), prior to or concurrent with enrollment in the first Green Certificate course.

C. STUDENT SELECTION, PLACEMENT AND ASSESSMENT

STUDENT SELECTION

In deciding to enroll in the Green Certificate Program, students should be able to indicate their understanding of what it means to enroll in an agricultural apprenticeship program.

Most students choosing to enroll in the Green Certificate Program self-select. That is, they request permission of their school to enroll in a specialization, having been encouraged to do so by a parent, relative or other party knowledgeable about the program.

Students who are interested in exploring career options in agriculture but who are not ready to commit to enrolling in the Green Certificate Program should be encouraged to consider enrolling in one or a combination of the following courses:

- Career Internship 10
- Work Experience 15, 25 or 35
- courses selected from the Agriculture strand of the Career and Technology Studies program.

In approving a student's request to enroll in Green Certificate courses, the teacher should consider the student's:

- current and planned school programs
- interests, career goals, maturity
- previous knowledge and experience in the agriculture industry
- understanding of the commitment required to ensure successful completion of the program.

STUDENT PLACEMENT

Students self-selecting to enroll in the Green Certificate Program have usually selected a specialization and identified a placement.

In situations where students have not identified an employer willing to accept them in a Green Certificate program, the local AAFRD coordinator may be contacted to assist in securing an appropriate placement. In addition, an AAFRD coordinator will provide an in-school introduction for new students entering the program or for those interested in learning more about the program.

STUDENT ASSESSMENT

Assessment of student progress and performance in a Green Certificate course must be ongoing and be conducted through consultation among:

- the certificated teacher assigned by the school to supervise the student
- the student's workplace trainer
- assessors designated by AAFRD.

At the completion of each Green Certificate course, AAFRD assessors at a provincial assessment centre will formally evaluate the student's knowledge and skills to determine if the student has met the general and specific outcomes specified for the course.

Teachers are encouraged to participate in these end-of-course assessment processes.

D. SCOPE AND SEQUENCE

The courses identified for each specialization are nonsequential. Local, seasonal and other factors will determine the order of course delivery in each specialization.

Corequisite Course

CTR1210: Personal Safety (Management), a 1-credit course from the Career Transitions strand of the Career and Technology Studies program, must be completed prior to or concurrent with the first Green Certificate course, in any specialization, in which a student enrolls.

Nonsequential Courses			Specialization
Cattle Care and Production 33 (6 credits)	Calving and Herd Health 33 (5 credits)	Beef Support Systems 33 (5 credits)	Cow-Calf Beef Production
Animal Husbandry and Health 33 (6 credits)	Dairy Operations 33 (5 credits)	Dairy Equipment Operation and Service 33 (5 credits)	Dairy Production
Handling Feedlot Cattle 33 (6 credits)	Feedlot Cattle Care and Feeding 33 (5 credits)	Feedlot Support Systems 33 (5 credits)	Feedlot Beef Production
Field Crop Care 33 (6 credits)	Land Preparation and Planting 33* (5 credits)	Harvesting Operations 33** (5 credits)	Field Crop Production
Irrigation Processes and Practices 33 (6 credits)	Field and Crop Preparation 33* (5 credits)	Field Crop and Forage Harvesting 33** (5 credits)	Irrigated Field Crop Production
Sheep Production and Health 33 (6 credits)	Sheep Farm Operations and Equipment 33 (5 credits)	Sheep Handling and Facilities 33 (5 credits)	Sheep Production
Swine Behaviour and Production 33 (6 credits)	Swine Handling and Welfare 33 (5 credits)	Swine Health and Operations 33 (5 credits)	Swine Production

* Students may earn credits in either Land Preparation and Planting 33 OR Field and Crop Preparation 33.

** Students may earn credits in either Harvesting Operations 33 OR Field Crop and Forage Harvesting 33.

E. COURSE DESCRIPTIONS BY SPECIALIZATION

Students completing all three courses in a specialization, to the standards specified, will earn the technician level Green Certificate for that specialization, which is issued by Alberta Agriculture, Food and Rural Development.

Note: To earn the technician level Green Certificate in Field Crop Production, students must complete the following courses to the standards specified: Field Crop Care 33, Land Preparation and Planting 33 **OR** Field and Crop Preparation 33, and Harvesting Operations 33 **OR** Field Crop and Forage Harvesting 33.

To earn the technician level Green Certificate in Irrigated Field Crop Production, students must complete the following courses to the standards specified: Irrigation Processes and Practices 33, Field and Crop Preparation 33 **OR** Land Preparation and Planting 33, and Field Crop and Forage Harvesting 33 **OR** Harvesting Operations 33.

<p>Cow-Calf Beef Production Technician</p>	<p>Cattle Care and Production 33 (6 credits) Students are introduced to the anatomy and physiology of cattle; study animal behaviour; handle and move cattle; recognize and treat specified cattle diseases and disorders; safely operate and maintain farm vehicles in yards, on fields and on public roads; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.</p>	<p>Calving and Herd Health 33 (5 credits) Students demonstrate their ability to maintain cattle health; operate a feeding program, including monitoring a feeding plan; operate trucks and tractors under specified conditions; and demonstrate effective and appropriate employability skills.</p>	<p>Beef Support Systems 33 (5 credits) Students demonstrate the ability to ship, move and receive cattle; perform basic first aid on cattle; perform basic pest control operations; safely operate and maintain hand tools and power tools; perform basic services on trucks and tractors; and demonstrate effective and appropriate employability skills.</p>
<p>Dairy Production Technician</p>	<p>Animal Husbandry and Health 33 (6 credits) Students demonstrate the ability to handle cattle, perform castration by elastrator, maintain cattle health, water cattle, perform safety practices, and demonstrate effective and appropriate employability skills.</p>	<p>Dairy Operations 33 (5 credits) Students demonstrate the ability to handle livestock of all ages, operate milk-handling equipment, milk cows, operate milk sampling and recording equipment, read and interpret milk quality reports, maintain sanitation, demonstrate safe work skills and a positive attitude toward safety, and demonstrate effective and appropriate employability skills in a variety of workplace situations.</p>	<p>Dairy Equipment Operation and Service 33 (5 credits) Students operate manure spreaders; maintain cattle health and breeding; feed the dairy herd; operate farm equipment; maintain fences and corrals, using fence amending tools; select and use basic hand and shop tools correctly; and demonstrate effective and appropriate employability skills.</p>

<p>Feedlot Beef Production Technician</p>	<p>Handling Feedlot Cattle 33 (6 credits) Students demonstrate the ability to process and handle cattle, including receiving cattle, implanting growth stimulants, applying ear tags, vaccinating cattle, branding cattle, shipping cattle, applying insecticides, dehorning cattle and performing castration; maintain facilities, using appropriate housekeeping procedures; and demonstrate effective and appropriate employability skills.</p>	<p>Feedlot Cattle Care and Feeding 33 (5 credits) Students demonstrate the ability to process and handle cattle; treat cattle; perform pen-checking duties; handle and administer treatment drugs; identify and treat selected cattle diseases, disorders and parasites; pull cattle from pens; receive feedstuffs; prepare and maintain bedding; and demonstrate effective and appropriate employability skills.</p>	<p>Feedlot Support Systems 33 (5 credits) Students demonstrate the ability to operate livestock handling equipment, including a cattle weigh scale; feed cattle; operate a feed truck, and service equipment; use operator manuals; demonstrate knowledge of road travel regulations; operate trucks and operate tractors with front-end loaders; perform routine truck servicing; use fire extinguishers and basic hand and power tools; repair fences and corrals; and demonstrate effective and appropriate employability skills.</p>
<p>Field Crop Production Technician</p>	<p>Field Crop Care 33 (6 credits) Students demonstrate planting abilities; use basic servicing equipment and tools; operate, service and maintain an auger; identify signs of weeds, pests, diseases and disorders in grain fields; operate crop sprayers; have a working knowledge of a farm's marketing program; demonstrate crop care, by operating a swather and determining moisture levels; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.</p>	<p>Land Preparation and Planting 33 (5 credits) Students demonstrate the ability to perform planting activities, by understanding a farm's cropping program, following regulations and operating farm equipment, including cultivators, fertilizer applicators, trucks, tractors and towed implements; use basic servicing tools; demonstrate safety practices, including performing emergency first aid; and demonstrate effective and appropriate employability skills.</p>	<p>Harvesting Operations 33 (5 credits) Students demonstrate the ability to harvest grain and forage crops, operate a combine, store a grain harvest, prepare crop storage facilities, and demonstrate effective and appropriate employability skills.</p>

<p>Irrigated Field Crop Production Technician</p>	<p>Irrigation Processes and Practices 33 (6 credits) Students demonstrate the ability to handle, operate and maintain irrigation equipment according to a farm's protocol and following related legislation; prepare and secure piped systems for winter storage; care for crops by identifying signs of pests, disorders and diseases; demonstrate a working knowledge of a farm's marketing plan; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.</p>	<p>Field and Crop Preparation 33 (5 credits) Students demonstrate the ability to perform planting activities, by understanding a farm's cropping program, following regulations and operating farm equipment, including cultivators, fertilizer applicators, trucks, tractors and towed implements; use basic servicing tools; demonstrate crop care, by identifying weed infestations and minimizing the introduction and spread of weeds; demonstrate farm safety, including emergency first aid and knowledge of components of fire; and demonstrate effective and appropriate employability skills.</p>	<p>Field Crop and Forage Harvesting 33 (5 credits) Students demonstrate the ability to operate a grain auger, harvest grain and forage crops, operate a swather, operate a combine, store a grain harvest, prepare crop storage facilities, and demonstrate effective and appropriate employability skills.</p>
<p>Sheep Production Technician</p>	<p>Sheep Production and Health 33 (6 credits) Students demonstrate the ability to manage sheep grazing, maintain sheep health, demonstrate knowledge of basic sheep enterprises, distinguish among breeds of sheep, demonstrate knowledge of sheep nutrition and lamb management, assist with sheep reproduction, demonstrate knowledge of basic sheep marketing practices, identify and maintain farm records, and demonstrate effective and appropriate employability skills.</p>	<p>Sheep Farm Operations and Equipment 33 (5 credits) Students demonstrate knowledge of how to dispose of dead sheep, feed sheep and manage waste, operate farm equipment, demonstrate a positive attitude toward safety and safe work skills, and demonstrate effective and appropriate employability skills.</p>	<p>Sheep Handling and Facilities 33 (5 credits) Students demonstrate the ability to handle sheep, including tipping a sheep, crutching a sheep, applying tags and other identifiers, and shearing a sheep; demonstrate knowledge and apply the principles and practices of the Recommended Code of Practice for the Care and Handling of Sheep; and demonstrate effective and appropriate employability skills.</p>

<p>Swine Production Technician</p>	<p>Swine Behaviour and Production 33 (6 credits) Students study swine behaviour, demonstrate the knowledge and ability to handle breeding stock, feed swine, recognize specified swine disorders and diseases, maintain facilities, safely operate and maintain farm equipment, perform basic record keeping, and demonstrate effective and appropriate employability skills.</p>	<p>Swine Handling and Welfare 33 (5 credits) Students demonstrate their ability to wean pigs, operate feed handling equipment, castrate baby pigs, operate a manure handling system, monitor and maintain facility environmental controls, and demonstrate effective and appropriate employability skills.</p>	<p>Swine Health and Operations 33 (5 credits) Students demonstrate a working knowledge of swine anatomy, basic disorders and diseases of swine, and the herd's health program; demonstrate the ability to handle and administer medications and vaccines; demonstrate knowledge of the farm's operating management systems, including indicators, goals and targets, Alberta hog marketing strategies, and quality assurance programs; and demonstrate effective and appropriate employability skills.</p>
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COW-CALF BEEF PRODUCTION TECHNICIAN

COURSE: CATTLE CARE AND PRODUCTION 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Cow-Calf Beef Production Technician specialization.

Description: Students are introduced to the anatomy and physiology of cattle; study animal behaviour; handle and move cattle; recognize and treat specified cattle diseases and disorders; safely operate and maintain farm vehicles in yards, on fields and on public roads; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Cow-Calf Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle cattle, by:
 - identifying and interpreting cattle behaviour
 - moving cattle
- demonstrate the ability to:
 - maintain cattle health
 - describe the basic anatomy and physiology of cattle
 - explain the process of rumination
 - describe cattle's mammary and reproductive systems
 - identify cattle diseases and disorders
 - identify medications used to treat cattle and the methods used to administer them
- service, safely and appropriately, general farm equipment, including:
 - trucks and tractors
 - trailers and towing equipment

- operate trucks and tractors under specified conditions:
 - in yards
 - on fields
 - on farm and public roads
- demonstrate a positive attitude toward safety and safe work skills and habits, including:
 - hazard identification and accident prevention
 - fire safety
 - farm first aid
- demonstrate effective and appropriate employability skills.

COURSE: CALVING AND HERD HEALTH 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Cow-Calf Beef Production Technician specialization.

Description: Students demonstrate their ability to maintain cattle health; operate a feeding program, including monitoring a feeding plan; operate trucks and tractors under specified conditions; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Cow-Calf Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to maintain cattle health, by:
 - identifying sick or problem cattle
 - monitoring calving and recognizing problems during the process
 - performing post-calving routine
- operate a feeding program, and monitor a feeding plan
- operate trucks and tractors under specified conditions, by:
 - operating tractors and front-end loaders
 - understanding farm truck travel regulations
- demonstrate effective and appropriate employability skills.

COURSE: BEEF SUPPORT SYSTEMS 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Cow-Calf Beef Production Technician specialization.

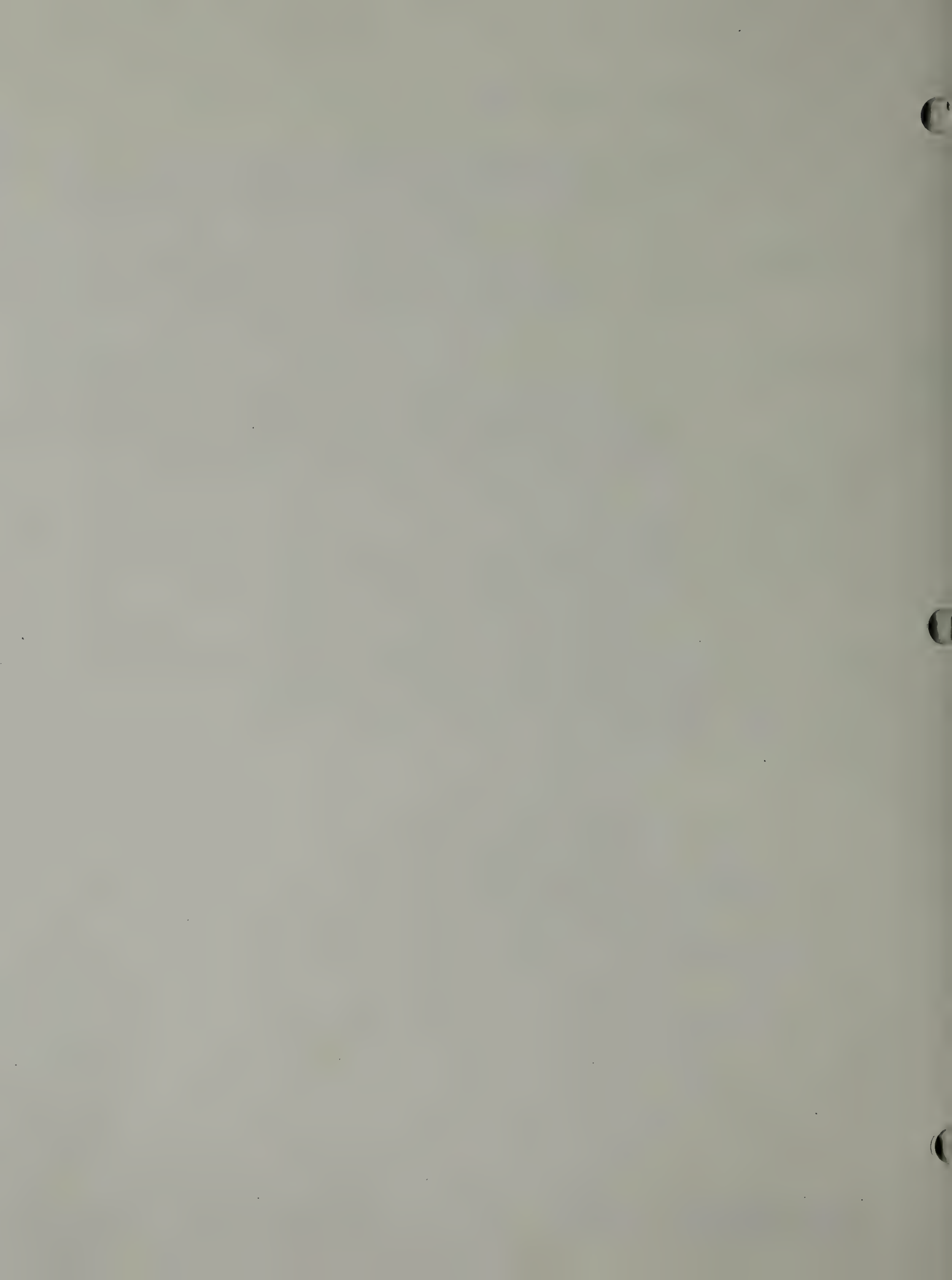
Description: Students demonstrate the ability to ship, move and receive cattle; perform basic first aid on cattle; perform basic pest control operations; safely operate and maintain hand tools and power tools; perform basic services on trucks and tractors; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Cow-Calf Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle cattle, by:
 - shipping, moving and receiving cattle
 - hauling cattle using farm trucks
- demonstrate the ability to maintain cattle health, by:
 - performing basic first aid to animals
 - performing basic culling and breeding feedback activities
 - applying internal and external pest control materials
- operate, safely, care for and maintain general farm equipment, including:
 - augers and conveyors
 - hand and power tools
 - jacks, stands and hoists
 - air compressors and accessories
 - chain saws
 - post pounders and post hole augers
- operate trucks and tractors under specified conditions, and select and use battery and tire maintenance tools
- demonstrate effective and appropriate employability skills.



DAIRY PRODUCTION TECHNICIAN

COURSE: ANIMAL HUSBANDRY AND HEALTH 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Dairy Production Technician specialization.

Description: Students demonstrate the ability to handle cattle, perform castration by elastrator, maintain cattle health, water cattle, perform safety practices, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Dairy Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to:
 - care for newborn and weaner cattle
 - maintain calf rearing facilities
 - dehorn calves
 - tag and tattoo cattle
- demonstrate the ability to perform castration by elastrator
- demonstrate the ability to maintain cattle health, by:
 - identifying dairy cattle disorders and diseases
 - identifying cattle abnormalities
 - treating cattle disorders and diseases
 - handling cattle medications
 - monitoring the calving process
- water cattle

- demonstrate safe practices, by:
 - identifying locations of and operating fire extinguishers
 - performing emergency first aid
- demonstrate effective and appropriate employability skills.

COURSE: **DAIRY OPERATIONS 33**

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Dairy Production Technician specialization.

Description: Students demonstrate the ability to handle livestock of all ages, operate milk-handling equipment, milk cows, operate milk sampling and recording equipment, read and interpret milk quality reports, maintain sanitation, demonstrate safe work skills and a positive attitude toward safety, and demonstrate effective and appropriate employability skills in a variety of workplace situations.

Parameters: Each of the three courses that constitute the Dairy Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to:
 - handle livestock of all ages
 - operate milk-handling equipment
 - milk cows
 - operate milk sampling and recording equipment
 - read and interpret milk quality reports
- demonstrate the ability to:
 - maintain sanitation
 - clean and sanitize milk-handling equipment
- maintain cattle health and breeding, by:
 - applying udder and teat treatment medications
 - recognizing symptoms of mastitis and administering basic treatment
 - recognizing and treating bloat
 - recognizing milk fever symptoms and following treatment protocol
 - detecting heat/estrus

- demonstrate a positive attitude toward safety and safe work skills and habits, including:
 - safe personal work habits
 - care of farm equipment safety devices
- demonstrate effective and appropriate employability skills.

COURSE: DAIRY EQUIPMENT OPERATION AND SERVICE 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Dairy Production Technician specialization.

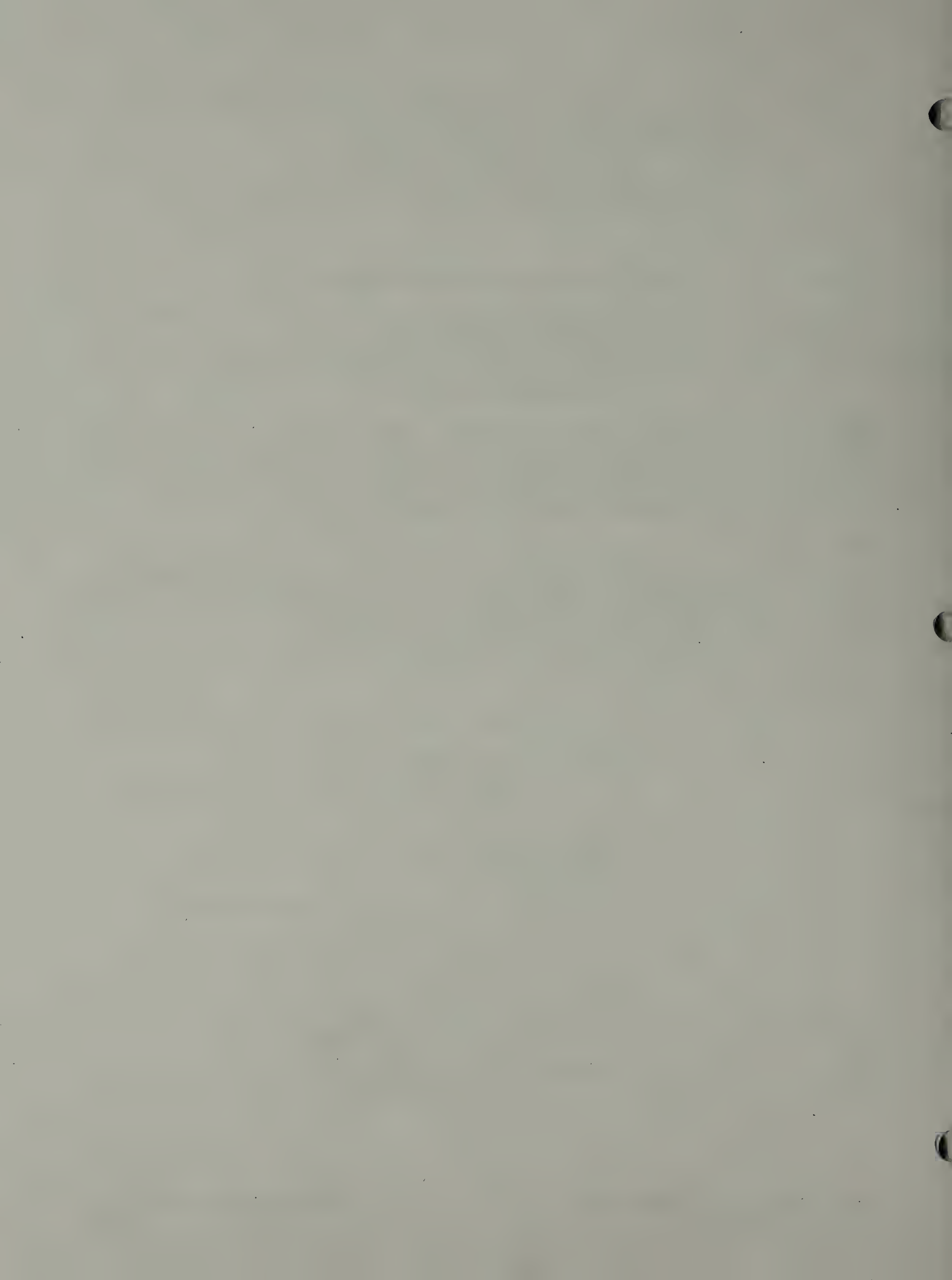
Description: Students operate manure spreaders; maintain cattle health and breeding; feed the dairy herd; operate farm equipment; maintain fences and corrals, using fence amending tools; select and use basic hand and shop tools correctly; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Dairy Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- maintain sanitation when operating manure spreaders in fields and on roads
- maintain cattle health and breeding, by:
 - inspecting and monitoring physical facilities for proper environmental conditions
- feed the dairy herd, by:
 - operating the feeding system and carrying out feeding routine
- operate farm equipment, by:
 - operating and performing basic service on augers and conveyors
 - operating farm tractors in fields and on roads
 - demonstrating knowledge of road travel regulations
 - operating tractors with front-end loaders
 - operating and performing basic service on standby generators
 - operating portable feed milling and mixing equipment
 - maintaining fences and corrals, using fence amending tools
 - selecting and using basic hand and shop tools correctly
- demonstrate effective and appropriate employability skills.



FEEDLOT BEEF PRODUCTION TECHNICIAN

COURSE: HANDLING FEEDLOT CATTLE 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Feedlot Beef Production Technician specialization.

Description: Students demonstrate the ability to process and handle cattle, including receiving cattle, implanting growth stimulants, applying ear tags, vaccinating cattle, branding cattle, shipping cattle, applying insecticides, dehorning cattle and performing castration; maintain facilities, using appropriate housekeeping procedures; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Feedlot Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to process and handle cattle, by:
 - identifying and interpreting cattle behaviour
 - performing cattle receiving procedures
 - implanting growth stimulants
 - inserting/applying ear tags
 - vaccinating cattle
 - branding cattle
 - shipping cattle
 - applying insecticides
 - dehorning cattle
 - castrating cattle

- maintain facilities, by:
 - demonstrating effective housekeeping and safety skills
- demonstrate effective and appropriate employability skills.

COURSE: FEEDLOT CATTLE CARE AND FEEDING 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Feedlot Beef Production Technician specialization.

Description: Students demonstrate the ability to process and handle cattle; treat cattle; perform pen-checking duties; handle and administer treatment drugs; identify and treat selected cattle diseases, disorders and parasites; pull cattle from pens; receive feedstuffs; prepare and maintain bedding; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Feedlot Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- process and handle cattle, by:
 - identifying feedlot cattle types
 - assessing the quality of incoming cattle
 - identifying components of the market and grading systems
- treat cattle, by:
 - demonstrating basic knowledge of cattle anatomy and physiology
 - identifying and administering treatment protocols
 - recognizing, handling and administering medicinal drugs
- perform pen-checking duties, including:
 - checking cattle for signs of abnormalities
 - inspecting feed bunks, waterers and pen facilities
 - pulling cattle from pens
- feed cattle, by:
 - demonstrating basic knowledge of a feed management plan
 - assessing feeding rations and feed quality standards
 - carrying out a feeding protocol
 - receiving feedstuffs
- prepare and maintain bedding
- demonstrate effective and appropriate employability skills.

COURSE: FEEDLOT SUPPORT SYSTEMS 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Feedlot Beef Production Technician specialization.

Description: Students demonstrate the ability to operate livestock handling equipment, including a cattle weigh scale; feed cattle; operate a feed truck, and service equipment; use operator manuals; demonstrate knowledge of road travel regulations; operate trucks and operate tractors with front-end loaders; perform routine truck servicing; use fire extinguishers and basic hand and power tools; repair fences and corrals; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Feedlot Beef Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- process and handle cattle, by:
 - operating livestock handling equipment
 - operating a cattle weigh scale
- feed cattle, by operating and maintaining feed mixers and feed trucks
- operate and service equipment, by:
 - using operator manuals
 - demonstrating knowledge of road travel regulations
 - operating trucks on roads
 - performing routine truck servicing
 - selecting and using fire extinguishers
 - selecting and using basic hand tools
 - selecting and using power tools
 - repairing fences and corrals
 - operating tractors with front-end loaders
- demonstrate effective and appropriate employability skills.

FIELD CROP PRODUCTION TECHNICIAN

COURSE: FIELD CROP CARE 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Field Crop Production Technician specialization.

Description: Students demonstrate planting abilities; use basic servicing equipment and tools; operate, service and maintain an auger; identify signs of weeds, pests, diseases and disorders in grain fields; operate crop sprayers; have a working knowledge of a farm's marketing program; demonstrate crop care, by operating a swather and determining moisture levels; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate planting abilities, including:
 - using basic hand, shop and equipment servicing tools
 - operating, servicing and maintaining a grain auger
- demonstrate crop care, including:
 - identifying weed infestations
 - minimizing the introduction and spread of weeds
 - identifying signs of pest damage in grain crop fields
 - identifying signs of diseases and disorders in grain crop fields
 - operating and servicing a swather
 - determining grain crop moisture levels
- demonstrate a working knowledge of the farm's marketing plan/program

- demonstrate an understanding of crop sprayers, including:
 - servicing and maintaining sprayers
 - operating sprayers
- operate hay-cutting equipment
- demonstrate a positive attitude toward safety, including:
 - farm equipment safety
 - safe work habits
- demonstrate effective and appropriate employability skills.

COURSE: LAND PREPARATION AND PLANTING 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Field Crop Production Technician specialization.

Description: Students demonstrate the ability to perform planting activities, by understanding a farm's cropping program, following regulations and operating farm equipment, including cultivators, fertilizer applicators, trucks, tractors and towed implements; use basic servicing tools; demonstrate safety practices, including performing emergency first aid; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to perform planting activities, by:
 - understanding the farm's cropping program
 - demonstrating knowledge of farm vehicle operation regulations
 - operating farm vehicles
 - maintaining tractors
 - operating loading equipment
 - operating one-tonne trucks
 - towing trailers, wagons and other farm vehicles
 - operating cultivation implements
 - servicing seeding machines
 - operating seeding equipment, as appropriate
 - handling anhydrous products
 - operating fertilizer applicators
 - storing seeding equipment
 - identifying farm site seed treatments

- demonstrate safety practices, including:
 - performing emergency first aid
 - demonstrating knowledge of components of fire
- demonstrate effective and appropriate employability skills.

COURSE: HARVESTING OPERATIONS 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Field Crop Production Technician specialization.

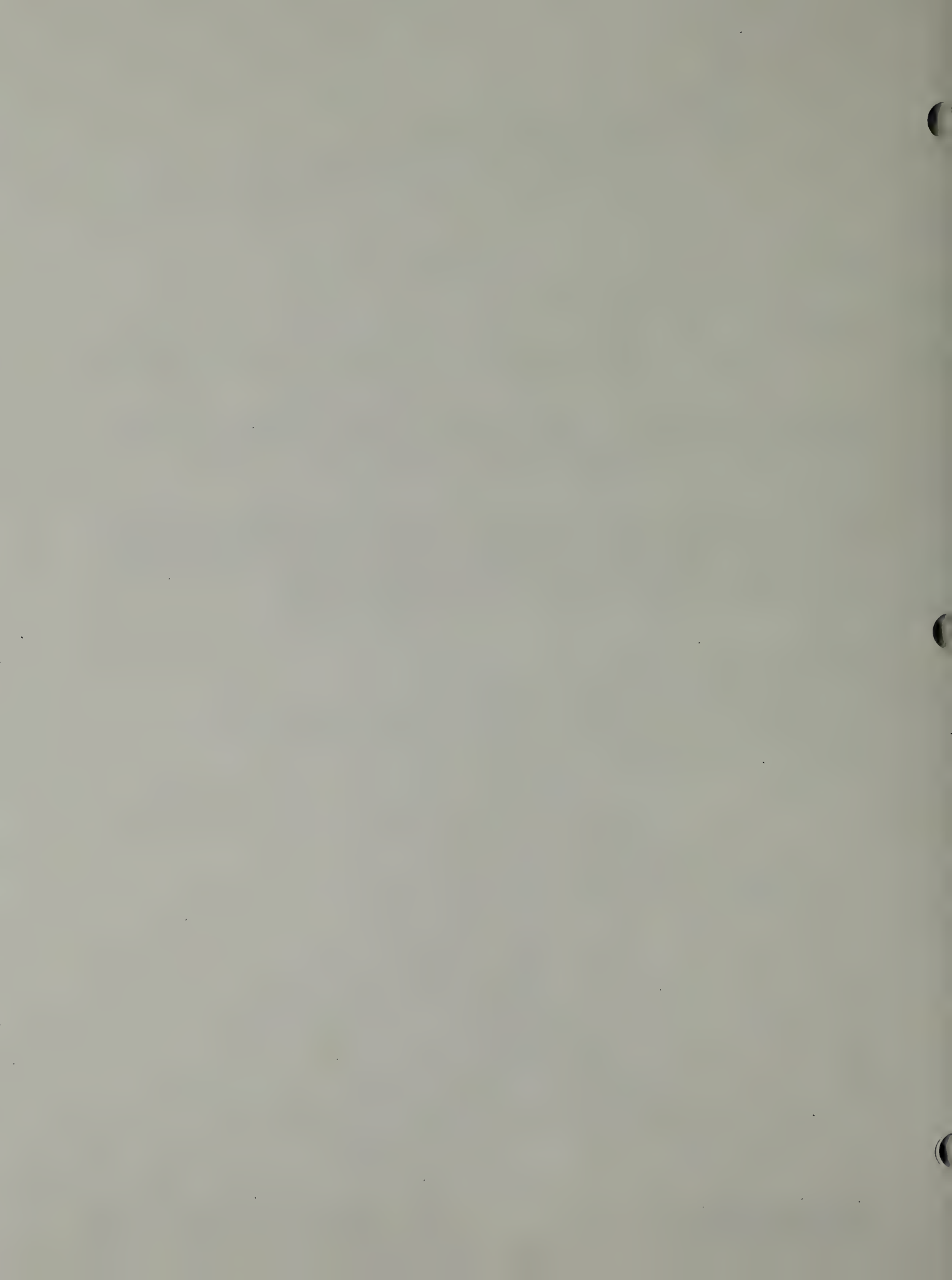
Description: Students demonstrate the ability to harvest grain and forage crops, operate a combine, store a grain harvest, prepare crop storage facilities, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- harvest grain crops, by:
 - demonstrating practical knowledge of combine operations
 - operating a combine
 - performing daily servicing on combines
 - preparing grain harvesting equipment for storage
 - preparing crop storage facilities for harvest
 - operating a grain dryer, as available
- harvest forage crops, by:
 - operating a forage harvester, as available
 - operating a square baler, as available
 - operating a round baler, as available
 - operating a hay rake, as available
 - operating bale collection equipment, as available
 - preparing forage crop harvesting equipment for storage
 - preparing forage crop storage facilities for harvest
 - packing bunker silage, as necessary
 - operating a silage dump wagon, as necessary
 - operating forage additive application equipment
- demonstrate effective and appropriate employability skills.



IRRIGATED FIELD CROP PRODUCTION TECHNICIAN

COURSE: IRRIGATION PROCESSES AND PRACTICES 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Irrigated Field Crop Production Technician specialization.

Description: Students demonstrate the ability to handle, operate and maintain irrigation equipment according to a farm's protocol and following related legislation; prepare and secure piped systems for winter storage; care for crops by identifying signs of pests, disorders and diseases; demonstrate a working knowledge of a farm's marketing plan; demonstrate a positive attitude toward safety; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Irrigated Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle, operate and maintain irrigation equipment, by:
 - demonstrating health and safety knowledge relating to irrigation systems
 - performing preseason irrigation system checks
 - maintaining the water supply system
 - describing irrigation regulations and by-laws
 - describing farm crop plans
 - operating wheel move systems
 - operating a pivot system
 - operating a water pumping system
 - monitoring irrigation systems
 - preparing and securing piped systems for winter storage

- care for crops, by:
 - identifying signs of pest damage in grain crop fields
 - identifying signs of diseases and disorders in grain crop fields
- demonstrate a working knowledge of the farm's marketing plan or program
- demonstrate a positive attitude toward safety, including:
 - farm equipment safety
 - safe work habits
- demonstrate effective and appropriate employability skills.

COURSE: FIELD AND CROP PREPARATION 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Irrigated Field Crop Production Technician specialization.

Description: Students demonstrate the ability to perform planting activities, by understanding a farm's cropping program, following regulations and operating farm equipment, including cultivators, fertilizer applicators, trucks, tractors and towed implements; use basic servicing tools; demonstrate crop care, by identifying weed infestations and minimizing the introduction and spread of weeds; demonstrate farm safety, including emergency first aid and knowledge of components of fire; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Irrigated Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to perform planting activities, by:
 - understanding the farm's cropping program
 - demonstrating knowledge of farm vehicle operation regulations
 - operating farm vehicles
 - maintaining tractors
 - operating loading equipment
 - operating one-tonne trucks
 - towing trailers, wagons and other farm vehicles
 - using basic servicing tools
 - operating cultivation implements
 - servicing seeding machines
 - operating fertilizer applicators
 - storing seeding equipment

- demonstrate crop care, including:
 - identifying weed infestations
 - minimizing the introduction and spread of weeds
- demonstrate safety practices, including:
 - performing emergency first aid
 - demonstrating knowledge of components of fire
- demonstrate effective and appropriate employability skills.

COURSE: **FIELD CROP AND FORAGE HARVESTING 33**

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Irrigated Field Crop Production Technician specialization.

Description: Students demonstrate the ability to operate a grain auger, harvest grain and forage crops, operate a swather, operate a combine, store a grain harvest, prepare crop storage facilities, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Irrigated Field Crop Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to operate a grain auger
- harvest grain crops, by:
 - operating a swather
 - determining moisture levels
 - demonstrating knowledge of combine operations
 - operating a combine
 - storing grain harvesting equipment
 - preparing crop storage facilities for harvest
- harvest forage crops, by:
 - operating hay-cutting equipment, as available
 - operating a forage harvester, as available
 - operating a square baler, as available
 - operating a round baler, as available
 - operating a hay rake, as available
 - operating bale collection equipment, as available
 - preparing forage crop harvesting equipment for storage
 - preparing forage crop storage facilities for harvest
 - packing bunker silage, as necessary
 - operating a silage dump wagon, as necessary
 - operating forage additive application equipment
- demonstrate effective and appropriate employability skills.

SHEEP PRODUCTION TECHNICIAN

COURSE: SHEEP PRODUCTION AND HEALTH 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Sheep Production Technician specialization.

Description: Students demonstrate the ability to manage sheep grazing, maintain sheep health, demonstrate knowledge of basic sheep enterprises, distinguish among breeds of sheep, demonstrate knowledge of sheep nutrition and lamb management, assist with sheep reproduction, demonstrate knowledge of basic sheep marketing practices, identify and maintain farm records, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Sheep Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to manage sheep grazing
- maintain sheep health, by:
 - demonstrating knowledge of sheep anatomy and physiology
 - demonstrating knowledge of common sheep disorders and diseases
 - administering animal medications
 - performing basic animal first aid
 - applying internal and external pest controls
- demonstrate knowledge of basic sheep enterprises
- distinguish among breeds of sheep
- demonstrate knowledge of sheep nutrition, including feeding and managing orphans
- assist with sheep reproduction/parturition, including lambing and fostering

- demonstrate knowledge and practices of lamb management, by assisting with weaning lambs
- identify and maintain farm records
- demonstrate knowledge of basic sheep marketing practices
- demonstrate effective and appropriate employability skills.

COURSE: SHEEP FARM OPERATIONS AND EQUIPMENT 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Sheep Production Technician specialization.

Description: Students demonstrate knowledge of how to dispose of dead sheep, feed sheep and manage waste, operate farm equipment, demonstrate a positive attitude toward safety and safe work skills, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Sheep Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate knowledge of how to dispose of dead sheep
- feed sheep and manage waste, by:
 - supervising the daily water supply
 - carrying out a feeding program
 - operating feeding equipment
 - performing a cleaning routine
- operate farm equipment, by:
 - demonstrating knowledge of off-road and road travel regulations
 - operating tractors
 - operating tractors with front-end loaders
 - performing routine maintenance and service on tractors
 - operating farm trucks with towed equipment
 - hauling livestock
- demonstrate a positive attitude toward safety and safe work skills and habits, including:
 - using fire extinguishers to control farm fires
 - performing emergency first aid
 - demonstrating safe personal work habits around farm livestock
- demonstrate effective and appropriate employability skills.

COURSE: SHEEP HANDLING AND FACILITIES 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Sheep Production Technician specialization.

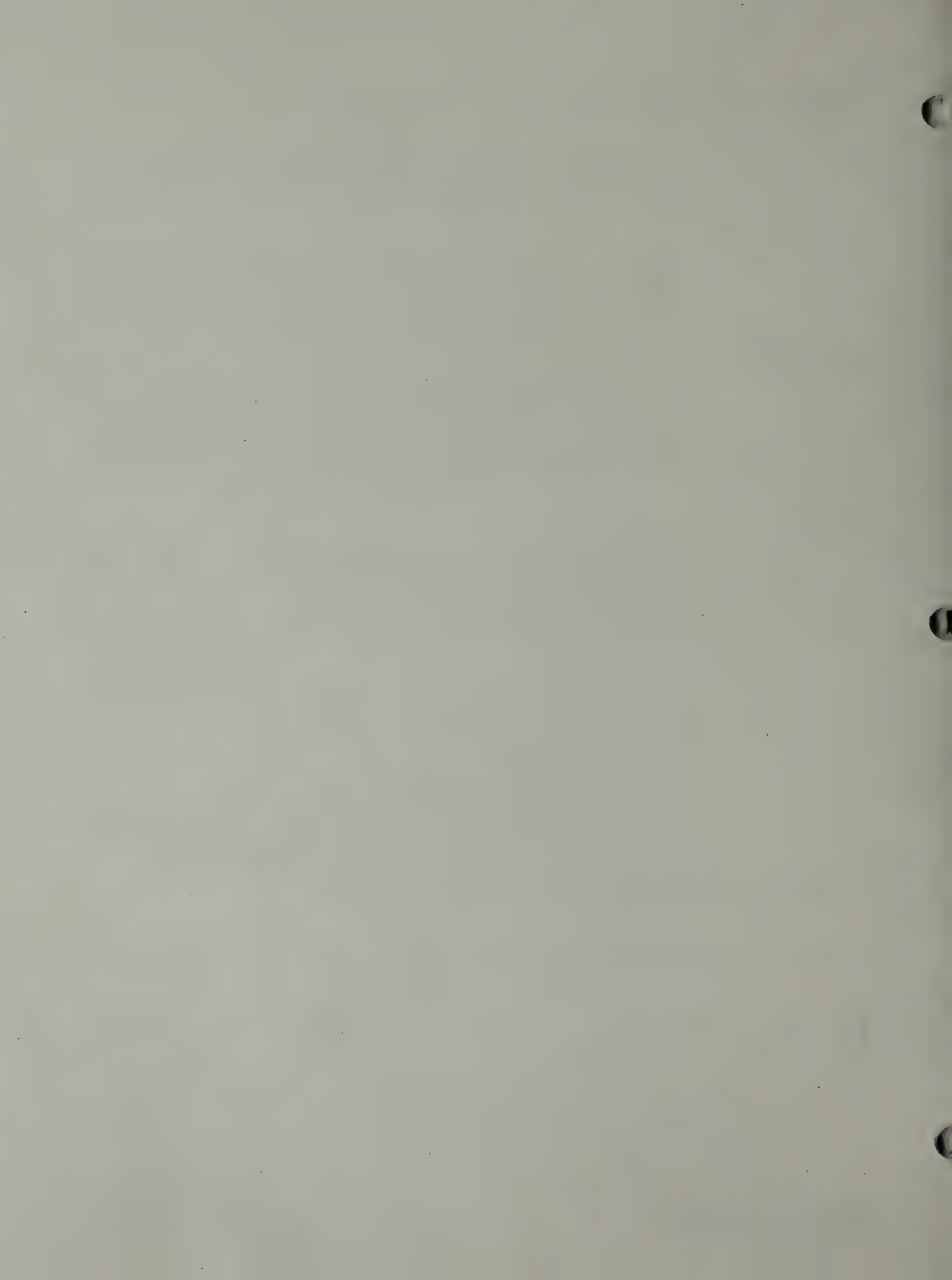
Description: Students demonstrate the ability to handle sheep, including tipping a sheep, crutching a sheep, applying tags and other identifiers, and shearing a sheep; demonstrate knowledge and apply the principles and practices of the Recommended Code of Practice for the Care and Handling of Sheep; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Sheep Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle sheep, by:
 - demonstrating knowledge of sheep behaviour
 - tipping a sheep
 - crutching a sheep
 - docking and castrating lambs
 - trimming hoofs
 - applying tags and other identifiers
 - handling sheep wool
 - using dogs to work with sheep
 - shearing a sheep
 - maintaining fences and corrals
 - demonstrating the proper use of basic hand and shop tools
- demonstrate knowledge and apply the principles and practices of the Recommended Code of Practice for the Care and Handling of Sheep
- demonstrate effective and appropriate employability skills.



SWINE PRODUCTION TECHNICIAN

COURSE: SWINE BEHAVIOUR AND PRODUCTION 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Swine Production Technician specialization.

Description: Students study swine behaviour, demonstrate the knowledge and ability to handle breeding stock, feed swine, recognize specified swine disorders and diseases, maintain facilities, safely operate and maintain farm equipment, perform basic record keeping, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Swine Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle swine, by:
 - understanding and interpreting stock behaviour, including that of feeder pigs and weaner pigs
 - assisting pigs with mating
- feed swine, by:
 - performing routine water maintenance duties
 - carrying out a feeding routine for swine of all ages
- help maintain swine health, by:
 - demonstrating an understanding of factors affecting swine health
 - recognizing signs of disorders and diseases
- maintain facilities and operating equipment, by:
 - demonstrating knowledge of workplace hazards
 - demonstrating safe work practices

- operate, safely, maintain and care for a power washer, as well as hand and power tools
- perform basic record keeping
- demonstrate effective and appropriate employability skills.

COURSE: SWINE HANDLING AND WELFARE 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Swine Production Technician specialization.

Description: Students demonstrate their ability to wean pigs, operate feed handling equipment, castrate baby pigs, operate a manure handling system, monitor and maintain facility environmental controls, and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Swine Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to handle swine, by:
 - weighing swine
 - performing weaning procedures
- feed swine, by:
 - operating and maintaining feed handling equipment
- maintain swine health, by:
 - identifying and treating farrowing-related problems
 - performing new birth piglet procedures
 - identifying and describing fostering practices
 - castrating baby swine
 - maintaining cleanliness and sanitation standards
- handle waste, by:
 - demonstrating knowledge of a manure management code of practice
 - performing clean-out routine
 - operating a manure handling system
 - demonstrating knowledge of gas hazards in confined spaces, where necessary
- maintain facilities, by:
 - monitoring and maintaining facility environmental controls
- demonstrate effective and appropriate employability skills.

COURSE: SWINE HEALTH AND OPERATIONS 33

Corequisite: CTR1210: Personal Safety (Management)

Note: Students are required to complete the corequisite course prior to or concurrent with their enrollment in the first course of the Swine Production Technician specialization.

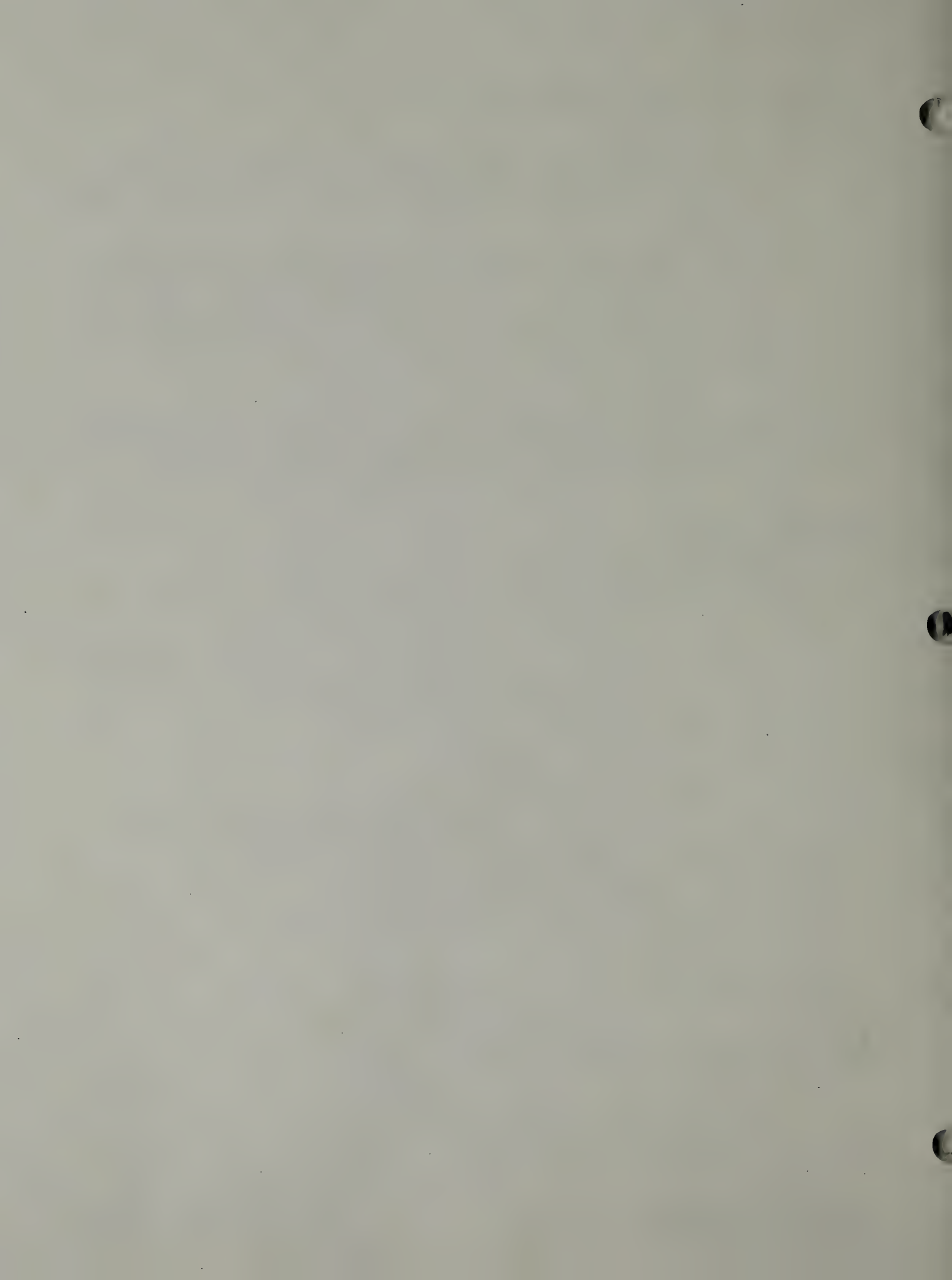
Description: Students demonstrate a working knowledge of swine anatomy, basic disorders and diseases of swine, and the herd's health program; demonstrate the ability to handle and administer medications and vaccines; demonstrate knowledge of the farm's operating management systems, including indicators, goals and targets, Alberta hog marketing strategies, and quality assurance programs; and demonstrate effective and appropriate employability skills.

Parameters: Each of the three courses that constitute the Swine Production Technician specialization is designed to be delivered off campus. The annual inspection and approval of the work station, and the monitoring, supervision and assessment of each student's progress and performance must be done in accordance with the procedures specified in the Off-Campus Education policy.

Prescribed

General Outcomes: *The student will:*

- demonstrate the ability to maintain swine health and nutrition, by:
 - interpreting labels on medications
 - handling and administering medications and vaccines
 - demonstrating a working knowledge of swine anatomy
 - identifying common swine disorders and diseases
 - demonstrating an understanding of swine nutrition
- maintain facilities and operate equipment, by:
 - using fire extinguishers
 - performing basic first aid
- operate farm management systems, by:
 - demonstrating knowledge of production indicators, goals and targets
 - demonstrating knowledge of Alberta's hog marketing strategies
 - demonstrating knowledge of quality assurance programs
- perform artificial insemination, as necessary
- demonstrate effective and appropriate employability skills.



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

CONTENTS

Information and Communication Technology (K-12)¹

¹ The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.

Schools offering francophone and French immersion programs must take into account that ICT outcomes are to be achieved in the French language. Thus, the acquisition of software and operating systems should be consistent with the language of learning. In the case of dual-track schools, decisions regarding software and operating systems should be made on the basis of the needs of both student clientele.

INFORMATION AND COMMUNICATION TECHNOLOGY

A. RATIONALE AND PHILOSOPHY

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces. **The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.**

Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology. Students will learn:

- that, although technology is often complex, it is simply “a way of doing things”
- about the impact of technologies in their lives and workplaces
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies to problem solving, decision making, inquiring and researching in the context of other subject matter.

Technology will serve today’s students well—in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in ways that most of us never thought possible.

Since technology has an increasingly significant impact, and such broad implications for everyone—individuals, groups and entire nations—students must be prepared to understand, use and apply ICT in effective, efficient and ethical ways.

A Way of Doing Things

Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

The ICT curriculum presents these concepts within three interrelated categories:

- communicating, inquiring, decision making and problem solving
- foundational operations, knowledge and concepts
- processes for productivity.

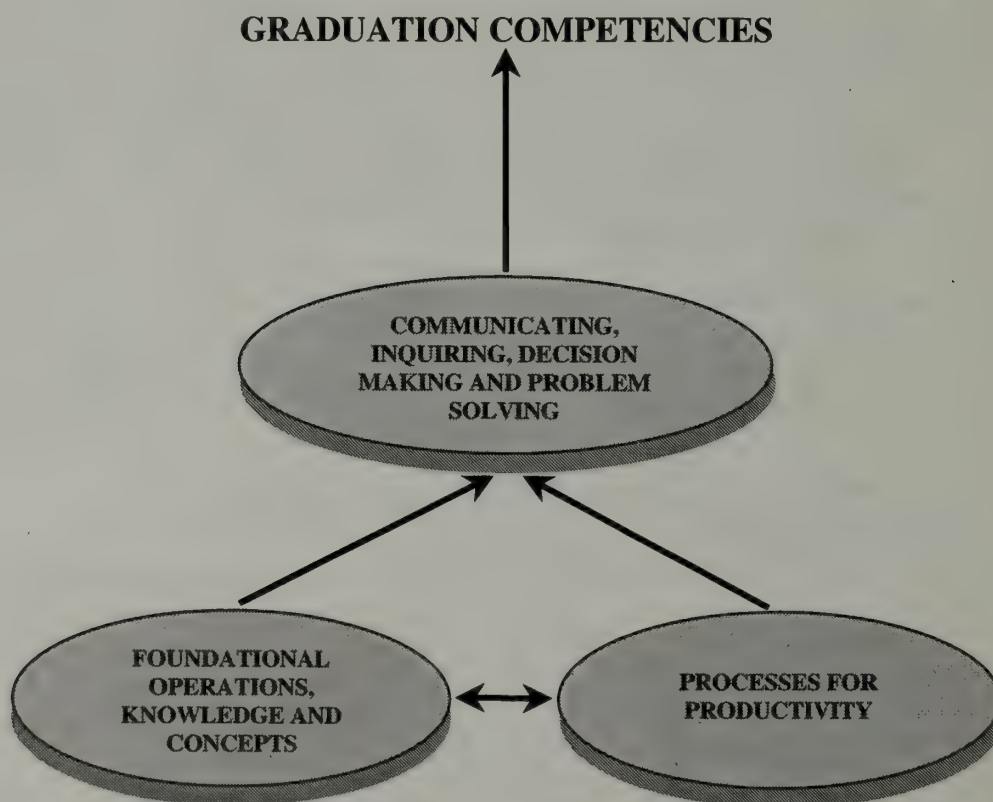
Communicating, inquiring, decision making and problem solving are about the ability to use a variety of processes to critically assess information, manage inquiry, solve problems, do research and communicate with a variety of audiences. Students are expected to apply their knowledge and skills in real-life situations.

Foundational operations, knowledge and concepts is about understanding the nature and affect of

technology, the moral and ethical use of technology, mass media in a digitized context, ergonomic and safety issues, and basic computer, telecommunication and multimedia technology operations.

Processes for productivity is about the knowledge and skills required to use a variety of basic productivity tools and techniques—for example, text composition; data organization; graphical, audio and multimedia composition and manipulation; media and process integration; and electronic communication, navigation and collaboration through electronic means.

Expected ICT graduation competencies are illustrated in the diagram below.



Information and Communication Technology Outcomes

ICT CURRICULUM

The contents of the ICT curriculum include:

- general outcomes
- specific outcomes
- illustrative examples
- assessment framework.

There is a progressive sequence of skill development throughout the grades.

General Outcomes

General outcomes are statements that identify what students are expected to know, be able to do and value upon completion of an exit level.

Specific Outcomes

Specific outcomes are statements identifying the component knowledge, skills and attitudes of a general outcome.

Illustrative Examples

Illustrative examples are provided in support documents and arranged by grade and subject. They are sample tasks that demonstrate and elaborate on the general and specific outcomes. They are important in further clarifying the intent of the outcomes and in conveying their richness, breadth and depth. There are suggestions for their placement in certain grade levels and/or subject areas, but they can be developed in any sequence that best meets student needs. **The illustrative examples are for discretionary use.**

Assessment Framework

The *Classroom Assessment Tool Kit* provides a support framework for determining student competencies in the ICT outcomes within core subjects and courses. Sample assessment tasks are provided in the subject areas of language arts, mathematics, science and social studies for Grade 3, Grade 6, Grade 9 and 20- and 23-level courses. These can be found at the Alberta Learning web site.

CURRICULUM OUTCOMES FORMAT

The format of the ICT curriculum has been structured in two ways. The outcomes, by category, are displayed once across all four divisions, and then stated once again, within each division.

FRENCH IMMERSION AND FRANCOPHONE PROGRAMS

Schools offering francophone and French immersion programs must take into account that ICT outcomes are to be achieved in the French language. Thus, the acquisition of software and operating systems should be consistent with the language of learning. In the case of dual-track schools, decisions regarding software and operating systems should be made on the basis of the needs of both student clientele.

SOFTWARE TOOLS

Appropriate computer-based software tools are:

- word processing
- database
- spreadsheet
- draw/paint/graphics applications
- Internet browser
- email
- multimedia applications
- clipart/media clips.

OUTCOME ORGANIZATION

OUTCOME CATEGORIES

Communicating, Inquiring, Decision Making and Problem Solving	
C1	Students will access, use and communicate information from a variety of technologies.
C2	Students will seek alternative viewpoints, using information technologies.
C3	Students will critically assess information accessed through the use of a variety of technologies.
C4	Students will use organizational processes and tools to manage inquiry.
C5	Students will use technology to aid collaboration during inquiry.
C6	Students will use technology to investigate and/or solve problems.
C7	Students will use electronic research techniques to construct personal knowledge and meaning.

Foundational Operations, Knowledge and Concepts	
F1	Students will demonstrate an understanding of the nature of technology.
F2	Students will understand the role of technology as it applies to self, work and society.
F3	Students will demonstrate a moral and ethical approach to the use of technology.
F4	Students will become discerning consumers of mass media and electronic information.
F5	Students will practise the concepts of ergonomics and safety when using technology.
F6	Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Processes for Productivity	
P1	Students will compose, revise and edit text.
P2	Students will organize and manipulate data.
P3	Students will communicate through multimedia.
P4	Students will integrate various applications.
P5	Students will navigate and create hyperlinked resources.
P5	Students will use communication technology to interact with others.

B. GENERAL AND SPECIFIC OUTCOMES

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C1 Students will access, use and communicate information from a variety of technologies.</p>	<p>DIVISION 1</p> <p>C1 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry</p> <p>1.2 process information from more than one source to retell what has been discovered</p> <p>DIVISION 2</p> <p>C1 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</p> <p>DIVISION 3</p> <p>C1 3.1 plan and conduct a search, using a wide variety of electronic sources</p> <p>3.2 refine searches to limit sources to a manageable number</p> <p>3.3 access and operate multimedia applications and technologies from stand-alone and online sources</p> <p>3.4 access and retrieve information through the electronic network</p> <p>3.5 analyze and synthesize information to create a product</p> <p>3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose</p> <p>DIVISION 4</p> <p>C1 4.1 plan and perform complex searches, using more than one electronic source</p> <p>4.2 select information from appropriate sources, including primary and secondary sources</p> <p>4.3 evaluate and explain the advantages and disadvantages of various search strategies</p> <p>4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C2 Students will seek alternative viewpoints, using information technologies.</p>	<p>DIVISION 1</p> <p>C2 1.1 [no outcomes for this division]</p> <p>DIVISION 2</p> <p>C2 2.1 seek responses to inquiries from various authorities through electronic media</p> <p>DIVISION 3</p> <p>C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies</p> <p>3.2 assemble and organize different viewpoints in order to assess their validity</p> <p>3.3 use information technology to find facts that support or refute diverse viewpoints</p> <p>DIVISION 4</p> <p>C2 4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics</p> <p>4.2 evaluate the validity of gathered viewpoints against other sources</p>
<p>C3 Students will critically assess information accessed through the use of a variety of technologies.</p>	<p>DIVISION 1</p> <p>C3 1.1 compare and contrast information from similar types of electronic sources</p> <p>DIVISION 2</p> <p>C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic</p> <p>2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used</p> <p>DIVISION 3</p> <p>C3 3.1 evaluate the authority and reliability of electronic sources</p> <p>3.2 evaluate the relevance of electronically accessed information to a particular topic</p> <p>DIVISION 4</p> <p>C3 4.1 assess the authority, reliability and validity of electronically accessed information</p> <p>4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C4 Students will use organizational processes and tools to manage inquiry.</p>	<p>DIVISION 1</p> <p>C4 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source</p> <p>DIVISION 2</p> <p>C4 2.1 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary 2.2 organize information, using such tools as a database, spreadsheet or electronic webbing 2.3 reflect on and describe the processes involved in completing a project</p> <p>DIVISION 3</p> <p>C4 3.1 create a plan for an inquiry that includes consideration of time management 3.2 develop a process to manage volumes of information that can be made available through electronic sources 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic</p> <p>DIVISION 4</p> <p>C4 4.1 use calendars, time management or project management software to assist in conducting an inquiry</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C5 Students will use technology to aid collaboration during inquiry.</p>	<p>DIVISION 1</p> <p>C5 1.1 share information collected from electronic sources to add to a group task</p> <p>DIVISION 2</p> <p>C5 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed</p> <p>2.2 record group brainstorming, planning and sharing of ideas by using technology</p> <p>2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email</p> <p>DIVISION 3</p> <p>C5 3.1 access, retrieve and share information from electronic sources, such as common files</p> <p>3.2 use networks to brainstorm, plan and share ideas with group members</p> <p>DIVISION 4</p> <p>C5 4.1 use telecommunications to pose critical questions to experts</p> <p>4.2 participate in a variety of electronic group formats</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C6 Students will use technology to investigate and/or solve problems.</p>	<p>DIVISION 1</p> <p>C6 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions</p> <p>DIVISION 2</p> <p>C6 2.1 select and use technology to assist in problem solving 2.2 use data gathered from a variety of electronic sources to address identified problems 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 2.4 solve problems, using numerical operations and such tools as calculators and spreadsheets 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process 2.7 generate alternative solutions to problems by using technology to facilitate the process</p> <p>DIVISION 3</p> <p>C6 3.1 articulate clearly a plan of action to use technology to solve a problem 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software 3.5 create a simulation or a model by using technology that permits the making of inferences</p> <p>DIVISION 4</p> <p>C6 4.1 investigate and solve problems of prediction, calculation and inference 4.2 investigate and solve problems of organization and manipulation of information 4.3 manipulate data by using charting and graphing technologies in order to test inferences and probabilities 4.4 generate new understandings of problematic situations by using some form of technology to facilitate the process 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p>	<p>DIVISION 1</p> <p>C7 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information</p> <p>DIVISION 2</p> <p>C7 2.1 use a variety of technologies to organize and synthesize researched information 2.2 use selected presentation tools to demonstrate connections among various pieces of information</p> <p>DIVISION 3</p> <p>C7 3.1 identify patterns in organized information 3.2 make connections among related, organized data, and assemble various pieces into a unified message</p> <p>DIVISION 4</p> <p>C7 4.1 use appropriate strategies to locate information to meet personal needs 4.2 analyze and synthesize information to determine patterns and links among ideas 4.3 use appropriate presentation software to demonstrate personal understandings</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F1 Students will demonstrate an understanding of the nature of technology.</p>	<p>DIVISION 1</p> <p>F1 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information</p> <p>1.2 apply terminology appropriate to the technologies being used at this division level</p> <p>1.3 demonstrate an understanding that the user manages and controls the outcomes of technology</p> <p>DIVISION 2</p> <p>F1 2.1 apply terminology appropriate to the technologies being used at this division level</p> <p>2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information</p> <p>2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information</p> <p>2.4 recognize the potential for human error when using technology</p> <p>DIVISION 3</p> <p>F1 3.1 demonstrate an understanding that information can be transmitted through a variety of media</p> <p>3.2 explain the concept of software and hardware compatibility</p> <p>3.3 apply terminology appropriate to the technology being used at this division level</p> <p>3.4 demonstrate an understanding that digital technology follows a logical order of operations</p> <p>3.5 explain the difference between digital and analog data on communication systems</p> <p>3.6 explain how the need for global communication affects technology around the world</p> <p>3.7 demonstrate the ability to troubleshoot technical problems</p> <p>3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity</p> <p>DIVISION 4</p> <p>F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems</p> <p>4.2 solve mathematical and scientific problems by selecting appropriate technology to perform calculations and experiments</p> <p>4.3 apply terminology appropriate to technology in all forms of communication</p> <p>4.4 demonstrate an understanding of the general concepts of computer programming and the algorithms that enable technological devices to perform operations and solve problems</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F2 Students will understand the role of technology as it applies to self, work and society.</p>	<p>DIVISION 1</p> <p>F2 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes</p> <p>DIVISION 2</p> <p>F2 2.1 identify how technological developments influence one's life 2.2 identify the role technology plays in a variety of careers 2.3 examine the environmental issues related to the use of technology 2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet 2.5 describe, using examples, how communication and information networks, such as the telephone and the Internet, create a global community</p> <p>DIVISION 3</p> <p>F2 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment 3.2 identify potential technology-related career paths 3.3 identify the cultural impact of global communication 3.4 evaluate the driving forces behind various technological inventions 3.5 make inferences regarding future trends in the development and impact of communication technologies 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions 3.7 analyze and assess the impact on society of having limitless access to information 3.8 identify the manner in which telecommunications technology affects time and distance</p> <p>DIVISION 4</p> <p>F2 4.1 use technology outside formal classroom settings 4.2 analyze how technological innovations and creativity affect the economy 4.3 demonstrate an understanding of new and emerging communication systems 4.4 evaluate possible potential for emerging technologies 4.5 demonstrate conservation measures when using technology 4.6 demonstrate an understanding of the basic principles and issues of e-commerce, including such topics as security and privacy, marketing, and implications for governments, businesses and consumers alike 4.7 use current, reliable information sources from around the world 4.8 analyze and assess the impact of technology on the global community</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F3 Students will demonstrate a moral and ethical approach to the use of technology.</p>	<p>DIVISION 1</p> <p>F3 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette</p> <p>DIVISION 2</p> <p>F3 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements 2.2 work collaboratively to share limited resources 2.3 use appropriate communication language and etiquette 2.4 document sources obtained electronically, such as web site addresses 2.5 respect the privacy and products of others 2.6 use electronic networks in an ethical manner 2.7 comply with copyright legislation</p> <p>DIVISION 3</p> <p>F3 3.1 use time and resources on the network wisely 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy 3.3 understand the need for copyright legislation 3.4 cite sources when using copyright and/or public domain material 3.5 download and transmit only materials that comply with the established network use policies and practices 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts</p> <p>DIVISION 4</p> <p>F3 4.1 demonstrate an understanding of how changes in technology can benefit or harm society 4.2 record relevant data for acknowledging sources of information, and cite sources correctly 4.3 respect ownership and integrity of information</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F4 Students will become discerning consumers of mass media and electronic information.</p>	<p>DIVISION 1</p> <p>F4 1.1 compare similar types of information from two different electronic sources</p> <p>DIVISION 2</p> <p>F4 2.1 recognize that graphics, video and sound enhance communication</p> <p>2.2 describe how the use of various texts and graphics can alter perception</p> <p>2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound</p> <p>DIVISION 3</p> <p>F4 3.1 identify aspects of style in a presentation</p> <p>3.2 understand the nature of various media and how they are consciously used to influence an audience</p> <p>3.3 identify specific techniques used by the media to elicit particular responses from an audience</p> <p>3.4 recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication</p> <p>DIVISION 4</p> <p>F4 4.1 discriminate between style and content in a presentation</p> <p>4.2 evaluate the influence and results of digital manipulation on our perceptions</p> <p>4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F5 Students will practise the concepts of ergonomics and safety when using technology.</p>	<p>DIVISION 1</p> <p>F5 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology</p> <p>DIVISION 2</p> <p>F5 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p> <p>DIVISION 3</p> <p>F5 3.1 identify risks to health and safety that result from improper use of technology 3.2 identify and apply safety procedures required for the technology being used</p> <p>DIVISION 4</p> <p>F5 4.1 assess new physical environments with respect to ergonomics 4.2 identify safety regulations specific to the technology being used</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p>	<p>DIVISION 1</p> <p>F6 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down</p> <p>1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys</p> <p>1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media</p> <p>DIVISION 2</p> <p>F6 2.1 power up and power down various technologies and peripherals correctly</p> <p>2.2 use and organize files and directories</p> <p>2.3 use peripherals, including printers and scanners</p> <p>2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p> <p>DIVISION 3</p> <p>F6 3.1 connect and use audio, video and digital equipment</p> <p>3.2 perform routine data maintenance and management of personal files</p> <p>3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files</p> <p>3.4 demonstrate the ability to control devices electronically</p> <p>3.5 describe the steps involved in loading software</p> <p>3.6 identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity</p> <p>DIVISION 4</p> <p>F6 4.1 continue to demonstrate the outcomes addressed within the previous divisions. Students interested in pursuing advanced study in such areas as electronics, programming, computer-aided design and drafting (CADD), robotics and other industrial applications of technology will find opportunities in Career and Technology Studies (CTS) courses.</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P1 Students will compose, revise and edit text.</p>	<p>DIVISION 1</p> <p>P1 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques</p> <p>1.2 edit complete sentences, using such features of word processing as cut, copy and paste</p> <p>DIVISION 2</p> <p>P1 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques</p> <p>2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style</p> <p>2.3 convert digital text files by opening and saving them as different file types</p> <p>DIVISION 3</p> <p>P1 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index</p> <p>3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document</p> <p>3.3 revise text documents based on feedback from others</p> <p>3.4 use appropriate communication technology to elicit feedback from others</p> <p>DIVISION 4</p> <p>P1 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P2 Students will organize and manipulate data.</p>	<p>DIVISION 1</p> <p>P2 1.1 read information from a prepared database</p> <p>DIVISION 2</p> <p>P2 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose</p> <p>2.2 display data electronically through graphs and charts</p> <p>DIVISION 3</p> <p>P2 3.1 design, create and modify a database for a specific purpose</p> <p>3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE</p> <p>3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables</p> <p>3.4 use a scientific calculator or a computer to solve problems involving rational numbers</p> <p>DIVISION 4</p> <p>P2 4.1 manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P3 Students will communicate through multimedia.</p>	<p>DIVISION 1</p> <p>P3 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication</p> <p>DIVISION 2</p> <p>P3 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes 2.2 access available databases for images to support communication</p> <p>DIVISION 3</p> <p>P3 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources</p> <p>DIVISION 4</p> <p>P3 4.1 select and use, independently, multimedia capabilities for presentations in various subject areas 4.2 support communication with appropriate images, sounds and music 4.3 apply general principles of graphic layout and design to a document in process</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P4 Students will integrate various applications.</p>	<p>DIVISION 1</p> <p>P4 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect</p> <p>DIVISION 2</p> <p>P4 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect</p> <p>DIVISION 3</p> <p>P4 3.1 integrate information from a database into a text document 3.2 integrate database reports into a text document 3.3 emphasize information, using placement and colour</p> <p>DIVISION 4</p> <p>P4 4.1 integrate a variety of visual and audio information into a document to create a message targeted for a specific audience 4.2 apply principles of graphic design to enhance meaning and audience appeal 4.3 use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P5 Students will navigate and create hyperlinked resources.</p>	<p>DIVISION 1</p> <p>P5 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet</p> <p>DIVISION 2</p> <p>P5 2.1 create and navigate a multiple-link document 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file 2.3 navigate the Internet with appropriate software</p> <p>DIVISION 3</p> <p>P5 3.1 create a multiple-link web page 3.2 demonstrate proficient use of various information retrieval technologies</p> <p>DIVISION 4</p> <p>P5 4.1 create multiple-link documents appropriate to the content of a particular topic 4.2 post multiple-link pages on the World Wide Web or on a local or wide area network</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P6 Students will use communication technology to interact with others.</p>	<p>DIVISION 1</p> <p>P6 1.1 compose a message that can be sent through communication technology</p> <p>1.2 communicate electronically with people outside the classroom</p> <p>DIVISION 2</p> <p>P6 2.1 select and use the technology appropriate to a given communication situation</p> <p>DIVISION 3</p> <p>P6 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers</p> <p>3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files</p> <p>DIVISION 4</p> <p>P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C1 Students will access, use and communicate information from a variety of technologies.</p>	<p>C1 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry 1.2 process information from more than one source to retell what has been discovered</p>
<p>C2 Students will seek alternative viewpoints, using information technologies.</p>	<p>C2 1.1 [no outcomes for this division]</p>
<p>C3 Students will critically assess information accessed through the use of a variety of technologies.</p>	<p>C3 1.1 compare and contrast information from similar types of electronic sources</p>
<p>C4 Students will use organizational processes and tools to manage inquiry.</p>	<p>C4 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source</p>
<p>C5 Students will use technology to aid collaboration during inquiry.</p>	<p>C5 1.1 share information collected from electronic sources to add to a group task</p>
<p>C6 Students will use technology to investigate and/or solve problems.</p>	<p>C6 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions</p>
<p>C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p>	<p>C7 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F1 Students will demonstrate an understanding of the nature of technology.</p>	<p>F1 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 apply terminology appropriate to the technologies being used at this division level 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology</p>
<p>F2 Students will understand the role of technology as it applies to self, work and society.</p>	<p>F2 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes</p>
<p>F3 Students will demonstrate a moral and ethical approach to the use of technology.</p>	<p>F3 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette</p>
<p>F4 Students will become discerning consumers of mass media and electronic information.</p>	<p>F4 1.1 compare similar types of information from two different electronic sources</p>
<p>F5 Students will practise the concepts of ergonomics and safety when using technology.</p>	<p>F5 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology</p>
<p>F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p>	<p>F6 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down 1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys 1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P1 Students will compose, revise and edit text.</p>	<p>P1 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques 1.2 edit complete sentences, using such features of word processing as cut, copy and paste</p>
<p>P2 Students will organize and manipulate data.</p>	<p>P2 1.1 read information from a prepared database</p>
<p>P3 Students will communicate through multimedia.</p>	<p>P3 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication</p>
<p>P4 Students will integrate various applications.</p>	<p>P4 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect</p>
<p>P5 Students will navigate and create hyperlinked resources.</p>	<p>P5 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet</p>
<p>P6 Students will use communication technology to interact with others.</p>	<p>P6 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C1 Students will access, use and communicate information from a variety of technologies.</p>	<p>C1 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</p>
<p>C2 Students will seek alternative viewpoints, using information technologies.</p>	<p>C2 2.1 seek responses to inquiries from various authorities through electronic media</p>
<p>C3 Students will critically assess information accessed through the use of a variety of technologies.</p>	<p>C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic</p> <p>2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used</p>
<p>C4 Students will use organizational processes and tools to manage inquiry.</p>	<p>C4 2.1 design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary</p> <p>2.2 organize information, using such tools as a database, spreadsheet or electronic webbing</p> <p>2.3 reflect on and describe the processes involved in completing a project</p>
<p>C5 Students will use technology to aid collaboration during inquiry.</p>	<p>C5 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed</p> <p>2.2 record group brainstorming, planning and sharing of ideas by using technology</p> <p>2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C6 Students will use technology to investigate and/or solve problems.</p>	<p>C6 2.1 select and use technology to assist in problem solving 2.2 use data gathered from a variety of electronic sources to address identified problems 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 2.4 solve problems, using numerical operations and such tools as calculators and spreadsheets 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process 2.7 generate alternative solutions to problems by using technology to facilitate the process</p>
<p>C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p>	<p>C7 2.1 use a variety of technologies to organize and synthesize researched information 2.2 use selected presentation tools to demonstrate connections among various pieces of information</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F1 Students will demonstrate an understanding of the nature of technology.</p>	<p>F1 2.1 apply terminology appropriate to the technologies being used at this division level</p> <p>2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information</p> <p>2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information</p> <p>2.4 recognize the potential for human error when using technology</p>
<p>F2 Students will understand the role of technology as it applies to self, work and society.</p>	<p>F2 2.1 identify how technological developments influence one's life</p> <p>2.2 identify the role technology plays in a variety of careers</p> <p>2.3 examine the environmental issues related to the use of technology</p> <p>2.4 assess the personal significance of having limitless access to information provided by communication networks, such as the Internet</p> <p>2.5 describe, using examples, how communication and information networks, such as the telephone and the Internet, create a global community</p>
<p>F3 Students will demonstrate a moral and ethical approach to the use of technology.</p>	<p>F3 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements</p> <p>2.2 work collaboratively to share limited resources</p> <p>2.3 use appropriate communication language and etiquette</p> <p>2.4 document sources obtained electronically, such as web site addresses</p> <p>2.5 respect the privacy and products of others</p> <p>2.6 use electronic networks in an ethical manner</p> <p>2.7 comply with copyright legislation</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F4 Students will become discerning consumers of mass media and electronic information.</p>	<p>F4 2.1 recognize that graphics, video and sound enhance communication 2.2 describe how the use of various texts and graphics can alter perception 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound</p>
<p>F5 Students will practise the concepts of ergonomics and safety when using technology.</p>	<p>F5 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p>
<p>F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p>	<p>F6 2.1 power up and power down various technologies and peripherals correctly 2.2 use and organize files and directories 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P1 Students will compose, revise and edit text.</p>	<p>P1 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style 2.3 convert digital text files by opening and saving them as different file types</p>
<p>P2 Students will organize and manipulate data.</p>	<p>P2 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose 2.2 display data electronically through graphs and charts</p>
<p>P3 Students will communicate through multimedia.</p>	<p>P3 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes 2.2 access available databases for images to support communication</p>
<p>P4 Students will integrate various applications.</p>	<p>P4 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect</p>
<p>P5 Students will navigate and create hyperlinked resources.</p>	<p>P5 2.1 create and navigate a multiple-link document 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file 2.3 navigate the Internet with appropriate software</p>
<p>P6 Students will use communication technology to interact with others.</p>	<p>P6 2.1 select and use the technology appropriate to a given communication situation</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C1 Students will access, use and communicate information from a variety of technologies.</p>	<p>C1 3.1 plan and conduct a search, using a wide variety of electronic sources 3.2 refine searches to limit sources to a manageable number 3.3 access and operate multimedia applications and technologies from stand-alone and online sources 3.4 access and retrieve information through the electronic network 3.5 analyze and synthesize information to create a product 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose</p>
<p>C2 Students will seek alternative viewpoints, using information technologies.</p>	<p>C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies 3.2 assemble and organize different viewpoints in order to assess their validity 3.3 use information technology to find facts that support or refute diverse viewpoints</p>
<p>C3 Students will critically assess information accessed through the use of a variety of technologies.</p>	<p>C3 3.1 evaluate the authority and reliability of electronic sources 3.2 evaluate the relevance of electronically accessed information to a particular topic</p>
<p>C4 Students will use organizational processes and tools to manage inquiry.</p>	<p>C4 3.1 create a plan for an inquiry that includes consideration of time management 3.2 develop a process to manage volumes of information that can be made available through electronic sources 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C5 Students will use technology to aid collaboration during inquiry.</p>	<p>C5 3.1 access, retrieve and share information from electronic sources, such as common files 3.2 use networks to brainstorm, plan and share ideas with group members</p>
<p>C6 Students will use technology to investigate and/or solve problems.</p>	<p>C6 3.1 articulate clearly a plan of action to use technology to solve a problem 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software 3.5 create a simulation or a model by using technology that permits the making of inferences</p>
<p>C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p>	<p>C7 3.1 identify patterns in organized information 3.2 make connections among related, organized data, and assemble various pieces into a unified message</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F1 Students will demonstrate an understanding of the nature of technology.</p>	<p>F1 3.1 demonstrate an understanding that information can be transmitted through a variety of media</p> <p>3.2 explain the concept of software and hardware compatibility</p> <p>3.3 apply terminology appropriate to the technology being used at this division level</p> <p>3.4 demonstrate an understanding that digital technology follows a logical order of operations</p> <p>3.5 explain the difference between digital and analog data on communication systems</p> <p>3.6 explain how the need for global communication affects technology around the world</p> <p>3.7 demonstrate the ability to troubleshoot technical problems</p> <p>3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity</p>
<p>F2 Students will understand the role of technology as it applies to self, work and society.</p>	<p>F2 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment</p> <p>3.2 identify potential technology-related career paths</p> <p>3.3 identify the cultural impact of global communication</p> <p>3.4 evaluate the driving forces behind various technological inventions</p> <p>3.5 make inferences regarding future trends in the development and impact of communication technologies</p> <p>3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions</p> <p>3.7 analyze and assess the impact on society of having limitless access to information</p> <p>3.8 identify the manner in which telecommunications technology affects time and distance</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F3 Students will demonstrate a moral and ethical approach to the use of technology.</p>	<p>F3 3.1 use time and resources on the network wisely 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy 3.3 understand the need for copyright legislation 3.4 cite sources when using copyright and/or public domain material 3.5 download and transmit only materials that comply with the established network use policies and practices 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts</p>
<p>F4 Students will become discerning consumers of mass media and electronic information.</p>	<p>F4 3.1 identify aspects of style in a presentation 3.2 understand the nature of various media and how they are consciously used to influence an audience 3.3 identify specific techniques used by the media to elicit particular responses from an audience 3.4 recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication</p>
<p>F5 Students will practise the concepts of ergonomics and safety when using technology.</p>	<p>F5 3.1 identify risks to health and safety that result from improper use of technology 3.2 identify and apply safety procedures required for the technology being used</p>
<p>F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p>	<p>F6 3.1 connect and use audio, video and digital equipment 3.2 perform routine data maintenance and management of personal files 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files 3.4 demonstrate the ability to control devices electronically 3.5 describe the steps involved in loading software 3.6 identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P1 Students will compose, revise and edit text.</p>	<p>P1 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index</p> <p>3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document</p> <p>3.3 revise text documents based on feedback from others</p> <p>3.4 use appropriate communication technology to elicit feedback from others</p>
<p>P2 Students will organize and manipulate data.</p>	<p>P2 3.1 design, create and modify a database for a specific purpose</p> <p>3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE</p> <p>3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables</p> <p>3.4 use a scientific calculator or a computer to solve problems involving rational numbers</p>
<p>P3 Students will communicate through multimedia.</p>	<p>P3 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location</p> <p>3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources</p>
<p>P4 Students will integrate various applications.</p>	<p>P4 3.1 integrate information from a database into a text document</p> <p>3.2 integrate database reports into a text document</p> <p>3.3 emphasize information, using placement and colour</p>
<p>P5 Students will navigate and create hyperlinked resources.</p>	<p>P5 3.1 create a multiple-link web page</p> <p>3.2 demonstrate proficient use of various information retrieval technologies</p>
<p>P6 Students will use communication technology to interact with others.</p>	<p>P6 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers</p> <p>3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files</p>

Category: Communicating, Inquiring, Decision Making and Problem Solving

General Outcomes	Specific Outcomes
<p>C1 Students will access, use and communicate information from a variety of technologies.</p>	<p>C1 4.1 plan and perform complex searches, using more than one electronic source 4.2 select information from appropriate sources, including primary and secondary sources 4.3 evaluate and explain the advantages and disadvantages of various search strategies 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues</p>
<p>C2 Students will seek alternative viewpoints, using information technologies.</p>	<p>C2 4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics 4.2 evaluate the validity of gathered viewpoints against other sources</p>
<p>C3 Students will critically assess information accessed through the use of a variety of technologies.</p>	<p>C3 4.1 assess the authority, reliability and validity of electronically accessed information 4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</p>
<p>C4 Students will use organizational processes and tools to manage inquiry.</p>	<p>C4 4.1 use calendars, time management or project management software to assist in conducting an inquiry</p>
<p>C5 Students will use technology to aid collaboration during inquiry.</p>	<p>C5 4.1 use telecommunications to pose critical questions to experts 4.2 participate in a variety of electronic group formats</p>
<p>C6 Students will use technology to investigate and/or solve problems.</p>	<p>C6 4.1 investigate and solve problems of prediction, calculation and inference 4.2 investigate and solve problems of organization and manipulation of information 4.3 manipulate data by using charting and graphing technologies in order to test inferences and probabilities 4.4 generate new understandings of problematic situations by using some form of technology to facilitate the process 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem</p>
<p>C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p>	<p>C7 4.1 use appropriate strategies to locate information to meet personal needs 4.2 analyze and synthesize information to determine patterns and links among ideas 4.3 use appropriate presentation software to demonstrate personal understandings</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F1 Students will demonstrate an understanding of the nature of technology.</p>	<p>F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems 4.2 solve mathematical and scientific problems by selecting appropriate technology to perform calculations and experiments 4.3 apply terminology appropriate to technology in all forms of communication 4.4 demonstrate an understanding of the general concepts of computer programming and the algorithms that enable technological devices to perform operations and solve problems</p>
<p>F2 Students will understand the role of technology as it applies to self, work and society.</p>	<p>F2 4.1 use technology outside formal classroom settings 4.2 analyze how technological innovations and creativity affect the economy 4.3 demonstrate an understanding of new and emerging communication systems 4.4 evaluate possible potential for emerging technologies 4.5 demonstrate conservation measures when using technology 4.6 demonstrate an understanding of the basic principles and issues of e-commerce, including such topics as security and privacy, marketing, and implications for governments, businesses and consumers alike 4.7 use current, reliable information sources from around the world 4.8 analyze and assess the impact of technology on the global community</p>
<p>F3 Students will demonstrate a moral and ethical approach to the use of technology.</p>	<p>F3 4.1 demonstrate an understanding of how changes in technology can benefit or harm society 4.2 record relevant data for acknowledging sources of information, and cite sources correctly 4.3 respect ownership and integrity of information</p>
<p>F4 Students will become discerning consumers of mass media and electronic information.</p>	<p>F4 4.1 discriminate between style and content in a presentation 4.2 evaluate the influence and results of digital manipulation on our perceptions 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication</p>

Category: Foundational Operations, Knowledge and Concepts

General Outcomes	Specific Outcomes
<p>F5 Students will practise the concepts of ergonomics and safety when using technology.</p>	<p>F5 4.1 assess new physical environments with respect to ergonomics 4.2 identify safety regulations specific to the technology being used</p>
<p>F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p>	<p>F6 4.1 continue to demonstrate the outcomes addressed within the previous divisions. Students interested in pursuing advanced study in such areas as electronics, programming, computer-aided design and drafting (CADD), robotics and other industrial applications of technology will find opportunities in Career and Technology Studies (CTS) courses</p>

Category: Processes for Productivity

General Outcomes	Specific Outcomes
<p>P1 Students will compose, revise and edit text.</p>	<p>P1 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects</p>
<p>P2 Students will organize and manipulate data.</p>	<p>P2 4.1 manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets</p>
<p>P3 Students will communicate through multimedia.</p>	<p>P3 4.1 select and use, independently, multimedia capabilities for presentations in various subject areas 4.2 support communication with appropriate images, sounds and music 4.3 apply general principles of graphic layout and design to a document in process</p>
<p>P4 Students will integrate various applications.</p>	<p>P4 4.1 integrate a variety of visual and audio information into a document to create a message targeted for a specific audience 4.2 apply principles of graphic design to enhance meaning and audience appeal 4.3 use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text</p>
<p>P5 Students will navigate and create hyperlinked resources.</p>	<p>P5 4.1 create multiple-link documents appropriate to the content of a particular topic 4.2 post multiple-link pages on the World Wide Web or on a local or wide area network</p>
<p>P6 Students will use communication technology to interact with others.</p>	<p>P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience</p>

INTEGRATED OCCUPATIONAL PROGRAM

CONTENTS

English 16-26-36

Occupational Component 16-26-36

Social Studies 16-26

Note: Schools should continue to use the 1992 interim programs of study for Mathematics 16-26 and Science 16-26. Both programs are available for viewing and downloading from the Alberta Education web site at <<http://ednet.edc.gov.ab.ca>> under Students & Learning.

IOP

ENGLISH 16-26-36

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ... (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational English Language Arts Program provides a three-course sequence: English 16-26-36. The three courses assist students to meet the credit and course requirements of the Certificate of Achievement.

The Integrated Occupational English Language Arts Program is designed for students who have experienced difficulty with language arts in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific communication and thinking skills to more generalized situations in everyday life and the world of work. In particular, the Integrated Occupational English Language Arts Program will enhance students' abilities to:

- increase personal growth and become self-motivated and self-directed
- gain increased confidence in taking risks and accepting challenges

- participate responsibly in a changing society through the development of self-confidence and a sense of self-worth
- think conceptually, critically and creatively, and use language to enhance thinking
- express ideas and thoughts clearly when writing and speaking
- read, listen and view with understanding and appreciation
- define themselves and their communities through exposure to literary and cultural heritage
- use technology to communicate.

The Integrated Occupational English Language Arts Program encourages teachers to use a variety of diagnostic tools to identify a student's current ability level and promote growth, using individual abilities, needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning experiences. Thinking strategies that foster effective behaviours in planning, organizing and self-monitoring are emphasized throughout the program.

Prescribed content within English 16-26-36 reflects an emphasis on life skills, and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational English Language Arts Program are consistent with those of other regular program English courses. This continuity will assist students in their transition from a regular program to the IOP, and from the IOP back to a regular program.

Within appropriate contexts, the English 16-26-36 program is designed to mediate, reinforce and/or extend concepts, skills and attitudes addressed in preceding language arts courses. In addition, new concepts, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy

statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational English Language Arts Program focuses first and foremost on the needs of the learner. As attitude and self-esteem have powerful influences over learning, the program must foster within each student a positive self-concept and a positive attitude toward learning. The concepts, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environment.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching learning tasks. Instructional planning should include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend upon personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level with a high emphasis placed on experiential learning. An experiential approach will enable students to relate what they are learning to past experience.

Strategies that will assist the learner in progressing from the concrete level of thinking to more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual, available for each course from the Learning Resources Distributing Centre.

An integrated approach suggests the linking together of various skills and strategies into meaningful activities. Many opportunities are provided for instruction through "thematic study", through the integration of skills "across the curriculum", and through the application of skills to "real-life" situations. This approach adds a motivational dimension to the program, and provides students with direct assistance in transferring specific skills to more generalized situations. Relevancy to daily living and future employment is emphasized throughout the program.

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications that provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.

- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of writing, reading, viewing, listening and speaking.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities that focus on the unique contribution of language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development, and to mediate thought processes.

- Language learning activities provided in the classroom should be organized for a balance that reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his or her own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate logic and clarity with increasing maturity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and

practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging those previously acquired. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.
- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Through talk, the students learn to organize their environment, interpret their experiences and communicate with others. As they mature, they continue to use talk for these purposes as well as to check their understandings against those of others, and to build up an objective view of reality.

- At all levels of schooling, classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.

- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing, the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.

It is intended that the content and process of the English 16-26-36 course sequence provide a student-centred, personal and practical approach to language learning. A program with these emphases will ensure student success in developing concepts, skills and attitudes that are requisite to responsible participation in the home, classroom, workplace and community.

B. GENERAL LEARNER EXPECTATIONS

The Integrated Occupational English Language Arts Program is designed to assist students in developing and maintaining:

- positive and realistic self-images
- constructive relationships with others
- positive attitudes toward language and lifelong learning.

The Integrated Occupational English Language Arts Program strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of *enabling students to*:

- communicate effectively at school, at home, in the workplace and in the community
- develop writing, reading, viewing, listening and speaking skills through literature and print/electronic media
- communicate with self-confidence
- develop and apply critical and creative thinking skills, problem-solving strategies and decision-making strategies to enhance communication
- explore self and broaden personal experiences through literature and media
- demonstrate understanding of the influence of literature, media and technology on oneself and others
- use technology to enhance communication
- select literature and media critically
- develop and apply language strategies for generalizing and transferring concepts, skills and attitudes to unfamiliar situations
- demonstrate awareness of the value of language to lifelong learning.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for the English 16-26-36 courses in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

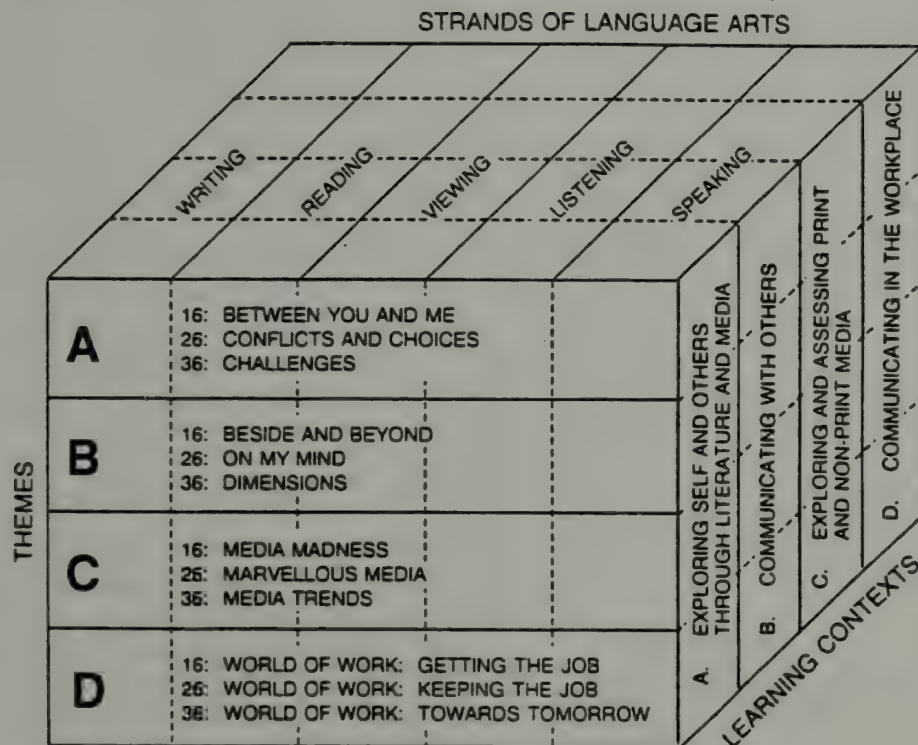
The Integrated Occupational English Language Arts Program is a three-course sequence: English 16-26-36. The framework for this program is illustrated in the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated language activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the English language arts program are:

- strands of language arts
- learning contexts
- themes.

INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS 16-26-36 PROGRAM



Developing students' abilities to process information using skills such as predicting, analyzing, synthesizing, evaluating and monitoring, is emphasized throughout the program. Emphasis is also placed on:

- developing students' awareness of skills and strategies used to process information
- monitoring personal selection and application of process skills and strategies in keeping with the activity or situation.

Critical and creative thinking skills are integrated within the program to enhance students' abilities to solve problems and make decisions.

Strands of Language and the Related Concepts, Skills and Attitudes

The language arts strands (writing, reading, viewing, listening and speaking) along with related concepts, skills and attitudes are the **prescribed components** of the Integrated Occupational English Language Arts Program. Language learning is developmental in nature. Teachers are encouraged to use a diagnostic/developmental approach and sequence the prescribed content to accommodate individual student's abilities, needs and learning preferences.

Learning Contexts

In keeping with the idea that individuals learn best when course content is addressed within meaningful contexts; the concepts, skills and attitudes of the program are integrated and clustered into four sections in the program of studies/curriculum guide.

- A: Exploring Self and Others through Literature and Media.** Students will apply thinking, writing, reading, viewing, listening and speaking skills to identify and evaluate personal goals and to enhance understanding of self and others.
- B: Communicating with Others.** Students will apply process skills to gather, organize, synthesize, analyze and evaluate information and ideas. In addition, students will use writing and speaking skills to share information and ideas with school and community personnel.
- C: Exploring and Assessing Print and Non-print Media.** Students will listen to, read, view and critically analyze media.
- D: Communicating in the Workplace.** Students will identify communication skills and attitudes used in employment situations and use this knowledge to prepare themselves for the world of work.

Themes

The thematic approach provides the applications and tasks in which concepts, skills and attitudes are combined into meaningful activities.

Organizing instruction into themes integrates language arts concepts, skills, attitudes, process skills and inquiry strategies to focus attention on a particular topic, issue or concern. Language skills can be successfully learned in conjunction with language exploration in thematic units. The English teacher resource manuals comprise four thematic units at each level, in which the prescribed concepts, skills and attitudes are integrated and clustered.

CREDIT ALLOCATION

English 16, 26 and 36 are each 3-credit courses. Time for each course is to be allocated at the discretion of the school or jurisdiction administration to reflect the needs of individual students.

Certificate of Achievement

In order to qualify for a Certificate of Achievement, a student is required to take a minimum of 27 credits in specified core courses and 40 credits in occupational courses throughout the senior high program. An additional 13 credits, for a total of 80 credits, are required to complete the Certificate of Achievement. Some or all of these unspecified credits may be obtained through completion of additional IOP courses.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- concepts and skills in language have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

Community partnerships are community-based learning experiences that will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the required components of the English 16-26-36 courses. Elective learning objectives are identified in the program of studies/curriculum guide for each level of the program.

The learner expectations are designed to accommodate individual student's abilities and needs. A variety of suggested activities provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The required component of English 16-26-36 has been clustered and integrated into four themes at each grade level. These themes are developed in the teacher resource manual, available for each course from the Learning Resources Distributing Centre, and include a variety of student activities, suggestions, models and strategies.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning preference. The elective component of the Integrated Occupational English Language Arts Program provides opportunities for:

- remediation or reinforcement of concepts, skills and attitudes within the required component
- extension or enrichment of the program by introducing additional concepts, skills and attitudes considered appropriate to students' interests and needs.

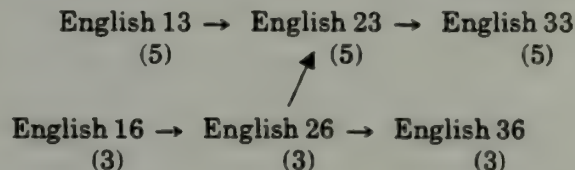
The instructional time for each English language arts course should be apportioned:

- 80% Required
- 20% Elective.

PROGRAM SEQUENCES AND TRANSFER POINTS

To obtain a Certificate of Achievement, students must acquire a minimum of 9 credits in English. The English 16-26-36 sequence will enable students to earn the required credits.

A recommended transfer point, program sequence and credits are illustrated below.



Students who transfer to the regular program must acquire a minimum of 15 credits in English (including English 33) to obtain a General High School Diploma.

Additional information about transfer routes is provided in the current *Guide to Education: Senior High School Handbook*.

SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for each of the IOP English courses are provided on the following pages. The learner expectations comprise the required component of each IOP English language arts course.

The learner expectations are not intended to provide a sequenced plan of instruction. Prescribed concepts, skills and attitudes should be appropriately clustered and applied to progressively difficult and/or age-appropriate situations as students advance through senior high school.

Teachers are encouraged to organize for instruction in ways that are consistent with the abilities, needs and interests of students, using relevant sections of the program of studies/curriculum guides and teacher resource manuals, locally developed themes or a combination of approaches.

The following pages outline the content for the Integrated Occupational English Language Arts Program.

Specific learner expectations include the following:

- **Concepts.** Teachers should work toward developing student understanding of these concepts throughout the entire senior high school experience.
- **Skills.** The skills are related to the concept statements and should be addressed within this framework.
- **Attitudes.** Concepts, skills and attitudes should be addressed concurrently.

Note: In cases where specific learner expectations extend/repeat across levels, it is expected that teachers will help students increase in proficiency from level to level.

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a

developmental process during which skills and related concepts and attitudes are refined and expanded over time, in various contexts.

Integration

The Statement of Content provides the concepts, skills and attitudes to be addressed at each level. Teachers are encouraged to cluster and integrate the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

Sequence

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and focus on needs. It is intended that skills and related concepts and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Successful sequencing involves matching learning tasks in context to each individual student's needs, interests, learning preferences and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting growth in language development and use.

Additional information about integrating and sequencing is available in the program of studies/curriculum guide and corresponding teacher resource manual for each course.

INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM

(Note: Concepts, skills and attitudes that extend/repeat across levels reflect the continuous process of language development.)

ATTITUDES

The attitude objectives describe a way of thinking, feeling or acting, and are developed through a variety of learning experiences that encompass concept and skill objectives. The experiences include participating in specific activities designed to enhance the development of positive attitudes toward self and others and learning in an atmosphere of free and open inquiry. The development of positive attitudes is a gradual and ongoing process. Attitude objectives should receive continuous and informal evaluation.

Specific Learner Expectations

English 16

Students will be expected to demonstrate positive attitudes toward:

- good literature and the role of literature and media in fostering personal growth
- recognizing that literature and media may support or contrast with one's personal opinions and experiences
- making decisions based on investigating alternatives using critical/creative thinking, problem-solving and decision-making strategies
- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to follow and give instructions
- the welfare and rights of others, and the ability to be tolerant and accepting of the opinions of others
- taking risks and asking questions to clarify, review and increase knowledge
- using strategies required to ask and answer questions appropriately
- developing self-confidence that allows one to ask and answer questions and offer personal opinions in a variety of situations
- selecting print and non-print media based on personal and societal needs

English 26

Students will be expected to demonstrate positive attitudes toward:

- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to communicate effectively at the workplace
- expressing feelings and ideas according to the circumstances
- developing skills required to gather, organize and report information

English 36

Students will be expected to demonstrate positive attitudes toward:

- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to communicate effectively at the workplace
- expressing feelings and ideas according to the circumstances
- developing skills required to gather, organize and report information

ATTITUDES

Specific Learner Expectations (continued)

English 16

Students will be expected to demonstrate positive attitudes toward:

- the influence media may have on personal decision-making/problem-solving strategies and outcomes
- monitoring and regulating personal performance when following instructions, and giving clear, concise instructions for others to follow
- exercising moral judgment and considering the rights of self and others when following and giving instructions
- following instructions accurately, completely and carefully, while respecting other people, equipment, materials and the environment

English 26

Students will be expected to demonstrate positive attitudes toward:

- critically analyzing and appreciating media based on its positive influence on self and society
- monitoring and regulating personal performance
- exercising moral judgment and considering the rights of self and others
- communicating accurately, completely and carefully, while respecting other people, equipment, materials and the environment

English 36

Students will be expected to demonstrate positive attitudes toward:

- the influence media may have on personal decision-making/problem-solving strategies and outcomes
- monitoring and regulating personal performance
- exercising moral judgment and considering the rights of self and others
- communicating accurately, completely and carefully, while respecting other people, equipment, materials and the environment

I. Writing

Specific Learner Expectations

English 16

English 26

English 36

CONCEPT

Appropriate prewriting strategies can help a writer discover and express meaning.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- apply appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing
- use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations
- identify purpose and audience, and direct writing and speaking to that audience
- identify a topic with some assistance from teacher suggestion, and select appropriate supporting material from ideas generated through prewriting activities
- recognize the value of using personal experience for examples and illustrations in support of an idea
- recognize situations where other sources of information are needed, and find and incorporate this information into compositions
- establish an appropriately limited subject for writing, and identify suitable material from that which has been generated in prewriting activities
- use the appropriate prewriting activities in fulfilling individual intention
- plan compositions with teacher and peer assistance, and allow for discovery of meaning when writing

CONCEPT

Appropriate organization and development of meaning are essential qualities of written compositions.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- write an introduction that leads directly to the topic
- write an introduction that engages the interest and focuses the attention of the reader
- develop personal ideas by using methods appropriate to this topic, such as examples or reasons
- use methods of development suitable for a particular purpose and audience
- demonstrate the ability to organize thoughts coherently
- compose a suitable ending
- write a conclusion that follows the train of thought established

CONCEPT

Effective revision involves careful evaluation of ideas and a further shaping of the composition.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- review assignments and compositions carefully to assure that all instructions have been followed
- follow written, visual and verbal instructions precisely and in sequence, and monitor and review behaviour carefully to assure that all instructions have been followed
 - identify those ideas that have not been adequately developed, and improve the expression of those thoughts
- revise word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience
- proofread for errors in grammar, vocabulary usage, punctuation and spelling
 - examine composition for faulty mechanics, unity and coherence
 - examine composition for faulty mechanics, unity, coherence, emphasis and proportion
- produce a revised version, carefully proofread, with a suitable title
- produce a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate
- apply evaluation strategies to the appraisal performances of self and others when revising, writing and speaking
- recognize the role of modern technology, such as computers and word processing programs in the writing process

CONCEPT

A writer's ideas and experiences can be presented through various modes of discourse.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing
- share thoughts and feelings with other people through shaped and polished writing
- use clear, functional prose when conveying information and giving instructions
- use clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view

English 16

English 26

English 36

CONCEPT

The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

SKILLS

Students will be expected to:

- write social letters in language appropriate to the purpose and audience

Students will be expected to:

- write clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone

Students will be expected to:

- complete a variety of forms

- produce a complete and useful résumé

- prepare a résumé and covering letter for a specific application

- write a concise, factual, short report in response to a specific assignment or on a subject of special interest

- write a clear, well organized report on a topic that requires some investigation

- write for a specific purpose and audience, an acceptable report that includes appropriate material located through research

II. Reading

Specific Learner Expectations

CONCEPT

Reading, viewing and listening are processes that demand active involvement of the individual.

SKILLS

Students will be expected to:

- respond with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed
- understand that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation
- express feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking

Students will be expected to:

Students will be expected to:

CONCEPT

The study of literature can fulfill a variety of goals for the individual.

SKILLS

Students will be expected to:

- understand that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develop one's understanding of self and others

Students will be expected to:

Students will be expected to:

CONCEPT

Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- read literature for enjoyment, stimulation of imagination, and understanding of its content and emotional appeal

- read literature for enjoyment, understanding and appreciation

CONCEPT

Human experiences and values can be explored through literature and media.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- describe the major physical characteristics and personality traits of characters in literature and media, and relate these to real-life experiences

- discover and discuss the motives of a character's actions and relate these to real-life experiences

- infer and evaluate the motivation for a character's behaviour and relate these to real-life experiences

- expand experiences vicariously, and relate literature/media experiences to personal experiences

- examine values expressed through literature/media

- develop an awareness of the variety, origins, conflicts and trends in human values

- relate literary/media experience to personal experience

- relate personal and societal values to values expressed through literature/media

- appraise the values expressed in a literary selection

- use critical and creative thinking skills to determine alternative solutions to problems portrayed in literature and media

English 16

English 26

English 36

CONCEPT

Understanding and appreciation of a literary selection depends on recognizing and understanding general characteristics of literary forms and the relationship among form, idea and purpose.

SKILLS

Students will be expected to:

- identify the subject
- summarize the content

Students will be expected to:

- identify the subject and purpose
- identify the theme
- retell or summarize the content and identify the basic organization the author has used
- distinguish between major and minor events or ideas, and identify the influences of the setting on character and action
- distinguish among the various forms of literature, such as prose, poetry, drama

Students will be expected to:

- assess the validity of the theme in relation to life in general and in relation to his or her own experiences
- consider how the impact of a work is affected by its organization, such as a cliffhanger ending
- compare and contrast the presentation of ideas in two or more literary forms
- generalize about the effect of form in literary selections read
- identify the point of view of a literary selection
- recognize the mood and tone of a literary selection

CONCEPT

Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.

SKILLS

Students will be expected to:

- identify the purpose for reading, listening and viewing, and extract information based on that purpose
- locate information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods
- obtain occupational information

Students will be expected to:

- identify purpose for reading, and select appropriate information
- gain information from special interest books and periodicals, encyclopedias and other reference books
- arrange information for use in achieving purpose

Students will be expected to:

- identify purpose for reading, and select and synthesize relevant ideas
- use technical publications, trade journals, advanced instruction books and other reference material
- assess and evaluate information in terms of projected use

CONCEPT

An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- increase both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognize that comprehension must not be sacrificed for the sake of speed
- expand strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance
- vary reading rate depending on purpose and material, and use reading rate appropriate to the purpose and complexity of the material
- use skimming as a rapid reading technique and use scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions
 - demonstrate increased ability to skim and scan for required information
- recognize that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used
 - identify and use appropriate methods of reading for studying and other purposes

III. Viewing
Specific Learner Expectations**CONCEPT**

Appreciation and understanding of print and non-print materials require an understanding of purpose.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- identify the purpose, message and intended audience of print and non-print communications, and use this knowledge to extract information
- interpret and synthesize information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions
- follow written, visual and verbal instructions precisely and in sequence, and monitor and review behaviour carefully to assure that all instructions have been followed
 - identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced

English 16

English 26

English 36

CONCEPT

Elements in and structure of an image strongly influence the total effect of its communication.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- understand that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer
- relate the elements of the image to the purpose and message of the image
- understand that manipulative devices are used to persuade the viewer, especially in advertising
- recognize how the content of the image is affected by such things as camera angles, framing and arrangement into sequences
- recognize and discuss the affects on the viewer of idealization and distortion in media productions
- appreciate effects of editing, such as biasing content and enhancing mood or theme
- recognize, interpret and evaluate the affects on the viewer of idealization and distortion in media production

CONCEPT

Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- recognize the intentional use of sound to create an appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer
- discuss the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television; and of language and visual imagery in newspapers or magazines (especially advertising and cartoons)
- discuss combined visual effects, sound effects and language in a mixed-media presentation, television production or film

CONCEPT

The viewer, listener and reader must evaluate the apparent reality created in media products.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- discuss emotions, facts and opinions expressed visually, and relate these to real-life experiences
 - analyze propaganda and advertising techniques used in visual messages
- discuss emotions, facts and opinions, and the techniques used to express them in print and non-print materials
 - evaluate the aura of reality created in visual messages, especially propaganda
- recognize the difference between fact and fantasy in media portrayals of everyday life

CONCEPT

Visual communication is similar in many ways to verbal forms of communication.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- discuss relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature
 - recognize that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace
 - discuss the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer

IV. Listening

Specific Learner Expectations

CONCEPT

Listening is an active, not a passive process.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- recognize that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
 - identify and consider the factors that interfere with effective listening, and attempt to overcome interferences created by the environment, the speaker and other listeners
- observe the courtesies of a good listener

CONCEPT

Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- recognize and recall the central and supporting ideas in an oral presentation
- identify the speaker's purpose
- recognize the speaker's attitude, tone and bias
- distinguish between emotional appeal and reasoned argument
- display sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions

CONCEPT

Listening to obtain information involves attentive, open-minded reception of the message presented.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques
- identify the purpose for listening, reading and viewing, and extract information based on that purpose
- use effective listening techniques, such as mentally reviewing major points of the message
- listen actively for the speaker's theme, main ideas and supporting details and organize and review these in his or her mind when listening
- seek clarification of information not understood, or expansion of ideas superficially developed

CONCEPT

Critical listening, viewing and reading involve an assessment of the validity of the message presented.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- distinguish between fact and opinion and use critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side
- identify persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice
- identify the functions and intentions of the speaker and differentiate between the content of the address and the performance of the speaker
- detect fallacies in the speaker's argument, such as hasty generalizations or false analogies
- analyze a variety of presentations to identify the persuasive techniques used
- assess the performance of the speaker and the content of the address
- evaluate the source of information

V. Speaking

Specific Learner Expectations

CONCEPT

The ability to speak easily, clearly and effectively is an essential communication skill.....

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- clarify and extend thinking by expressing thoughts orally
- express thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- display an increase in self-confidence during discussion situations
- increase personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory
- display increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely
- use effectively, voice production factors such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest

CONCEPT

The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- make a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion
- discuss factors that impair group discussion, such as individuals focusing on personal needs, and become familiar with the role of group leader
 - demonstrate increased facility in functioning as a group member and as a group leader
- summarize the main points and conclusions

CONCEPT

Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

SKILLS

Students will be expected to:

Students will be expected to:

Students will be expected to:

- express thoughts and feelings, explore ideas, and seek information through talk appropriate to the purpose, audience and setting
- use questions to clarify and expand understanding, and monitor personal questioning strategies
- listen carefully to a question to capture its meaning, identify the purpose of the question and respond accordingly
- develop competence in presenting information orally, such as explaining and giving instructions
 - characterize persuasive speech and speak persuasively in appropriate situations
 - demonstrate increased facility with explanatory and persuasive speaking in a variety of situations
- enhance some presentations, using diagrams, charts, graphs and demonstrations
 - develop a topic adequately, arrange ideas in appropriate order and finish with a concluding statement
- function at informal social gatherings, using techniques such as introducing people and starting conversations
 - understand and observe the rules and procedures that govern a business meeting
- use the strategies necessary to participate in an effective job interview
 - use the procedures and courtesies common to an interview situation
 - participate effectively in job interviews

IOP OCCUPATIONAL COMPONENT 16-26-36

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ... (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Occupational Component of the Integrated Occupational Program helps students to develop essential concepts, skills and attitudes within the context of eight occupational clusters.

In Grades 8 and 9, IOP students develop AWARENESS of the eight occupational clusters addressed in the senior high occupational component of the program through their participation in IOP Practical Arts courses: Business Education, Personal and Public Services, Technical/Occupational.

Level 16 students EXPLORE potential career opportunities within the eight occupational clusters. Level 26 students narrow their career focus and select an ORIENTATION in two or more related occupational courses. Level 36 students narrow their career focus even further, and develop skills in PREPARATION for their transition to either the world of work or to other educational/training institutions.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational Program Occupational Component 16-26-36 is designed to provide opportunities for students to have practical and appropriate learning experiences within the school, home and the community in the context of clusters of occupations. The occupational courses focus primarily on the needs of students and seek to build on their strengths and interests. Also, the occupational courses help students construct their own bridges as they make the transition from junior high school to senior high school and then to the workplace.

Throughout the Occupational Component, teachers are encouraged to assess the needs of each student and to complement and supplement the curriculum with additional materials that best meet their needs.

Three key occupational component concepts emerge from the above.

- Students develop generic skills in one or more occupational clusters that will enable them to make educated decisions concerning the roles they wish to play in the workplace and in the community.
- Students develop work skills that will enable them to gain entry-level employment in one or more of the occupational families.
- Students develop generic skills and work skills achieved through courses of study that integrate:
 - the learning of essential concepts, skills and attitudes across the curriculum
 - the school and the community as partners in the educational process.

In addition, the occupational courses should enable each student to experience success through learning; to develop a positive self-concept; to develop saleable life skills; and to make the transition from student to work, to contributing member of society.

The eight occupational clusters and related senior high occupational courses that comprise the Occupational Component of the Integrated Occupational Program are:

<u>Occupational Clusters</u>	<u>Occupational Courses</u>
1. Agribusiness	Agricultural Mechanics Agricultural Production Horticultural Services
2. Business and Office Operations	Business Services Office Services
3. Construction and Fabrication	Building Services Construction Services
4. Creative Arts	Crafts and Arts Technical Arts
5. Natural Resources	Natural Resource Services
6. Personal and Public Services	Child and Health Care Services Esthetology Fashion and Fabric Services Hair Care
7. Tourism and Hospitality	Commercial Food Preparation Food Services Maintenance and Hospitality Services
8. Transportation	Automotive Services Service Station Services Warehouse Services

B. GENERAL LEARNER EXPECTATIONS

The Occupational Component 16-26-36 of the Integrated Occupational Program strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of *enabling students to*:

- show initiative
- accept constructive criticism
- seek assistance
- follow instructions
- enhance self-esteem
- think critically and creatively
- communicate effectively with peers and others
- develop improved social skills
- perform safe use and safe behaviour practices in the home, at school and in the workplace
- develop entry-level work skills
- understand the opportunities available to entrepreneurs
- provide opportunities to gain awareness of career opportunities from among the clusters of occupations and IOP occupational courses available in local high schools
- develop organizational skills including good work habits and time and task management
- develop an interest and a desire to pursue further education and training.

In addition, each of the 16-26-36 courses comprising the IOP Occupational Component incorporates the goal of reinforcing concepts, skills and attitudes learned across the curriculum.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for each of the occupational courses in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

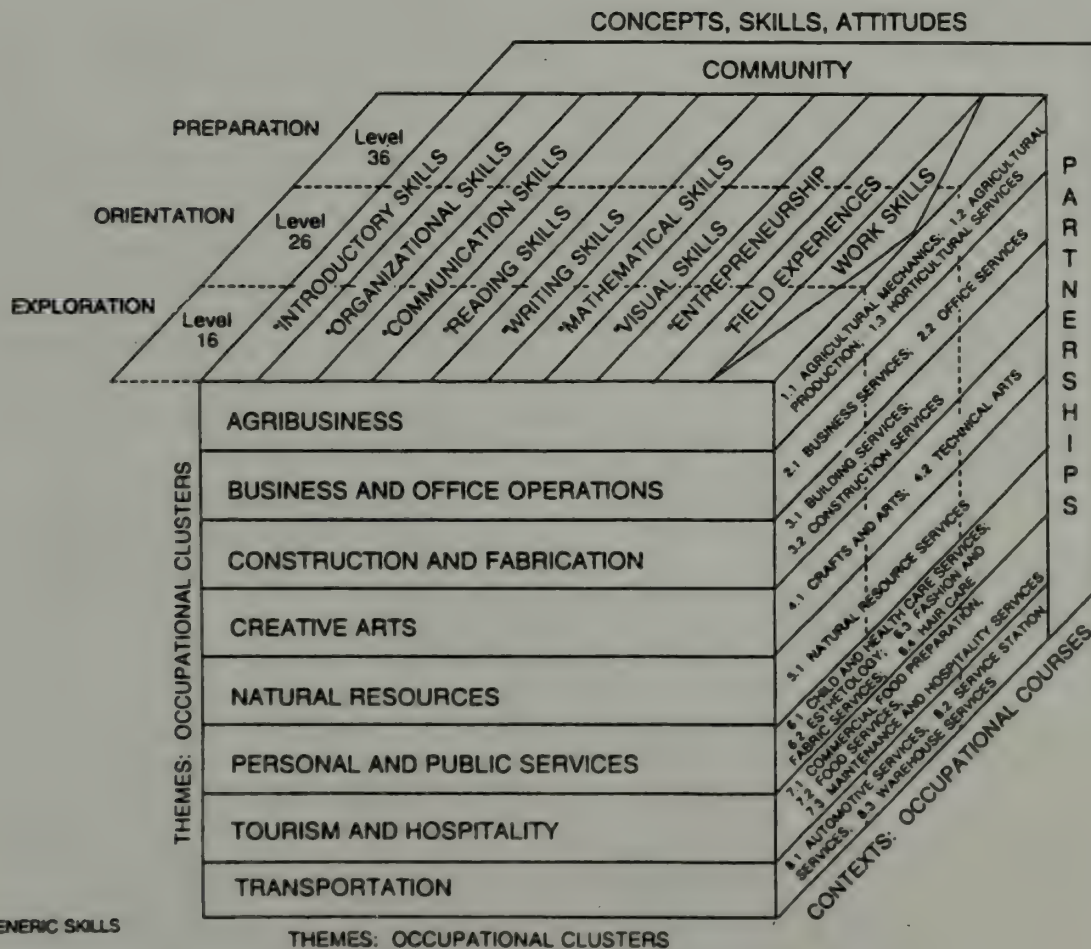
The Occupational Component of the Integrated Occupational Program is a three-year program. It consists of twenty series of courses arranged in eight occupational clusters. Each course series is available at the 16-, 26- and 36-level.

The framework for the IOP Occupational Component 16-26-36 is illustrated in the model below. It shows an integration of program

dimensions that encourages a "holistic" approach to instruction and learning. Four dimensions provide a basis for program planning and are represented on the cube as:

- concepts, skills, attitudes
- contexts
- community partnerships
- themes.

INTEGRATED OCCUPATIONAL PROGRAM OCCUPATIONAL COMPONENT



* = GENERIC SKILLS

PROGRAM CONTENT

Twenty series, at three levels, comprise the IOP Occupational Component 16-26-36.

The content of these courses consists of:

- **Generic and Required Work Skills.** The concepts, skills and attitudes that comprise this component of each course are outlined in the Specific Learner Expectations section and in the following 16-, 26- and 36-level documents:
 - *Integrated Occupational Component Program of Studies/Curriculum Guide*
 - *Integrated Occupational Component Teacher Resource Manual.*
- **Elective Work Skills.** The concepts, skills and attitudes that comprise this component of each course are outlined in the corresponding program of studies/curriculum guide available for the 16-, 26- and 36-level occupational courses.

The twenty series of occupational courses provide the vehicle by which the generic and work skills are taught and learned. The elective work skills and related learning activities are addressed in the student workbook available for each occupational course at the 16-, 26- and 36-level.

CREDIT ALLOCATION

Each IOP student is required to earn the following minimum number of credits in occupational courses:

- 16-Level 10 credits
- 26-Level 20 credits
- 36-Level 10 credits

At the 16-level, occupational courses may be offered for 3 or 5 credits. At the 26-level and 36-level, each occupational course is offered for 10 credits.

Students taking a complete program of studies from within the Integrated Occupational Program will have the opportunity to select from among the occupational courses available in each high school.

Certificate of Achievement

In order to qualify for a Certificate of Achievement, a student is required to take a minimum of 27 credits in specified core courses and 40 credits in occupational courses throughout the senior high program. An additional 13 credits, for a total of 80 credits, are required to complete the Certificate of Achievement. Some or all of these unspecified credits may be obtained through completion of additional IOP courses.

COMMUNITY PARTNERSHIPS

Community partnerships are a required component of each IOP occupational course. Community partnerships include in-school visits, demonstrations, talks, etc., given by community members; and teacher/student observations, job shadowing, work study and work experience activities within the community.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

The matrix on the following pages provides an overview of the IOP Occupational Component, at each level.

INTEGRATED OCCUPATIONAL PROGRAM OCCUPATIONAL COMPONENT OVERVIEW

	Level 16	Level 26	Level 36
Developmental Concept	Exploration	Orientation	Preparation
Primary Experiential Objective	To explore, reason, experiment and discover skills related to families of occupations.	To explore, experiment and practise skills related to one or more occupational areas.	To practise and develop entry-level skills in one or more occupational areas.
Suggested Instructional Orientation (a) School (b) Community Partnership *	80% 20%	70% 30%	50% 40%
Credits Per Course	(3 or 5 credits) 75-125 hours	(10 credits) 250 hours	(10 credits) 250 hours
Minimum Requirement	4×3-credit courses, or 2×5-credit courses	Two-course sequences	One-course sequence
Evaluation	Attitude, Achievement, Competency	Attitude, Achievement, Increased Competency	Attitude, Achievement, Entry-level Competency
<u>AGRIBUSINESS</u>			
1. Agricultural Mechanics	1. Exploration of terms, tools and techniques of basic carpentry, metalwork and welding.	1. Orientation to arc welding, blueprint reading, small engine maintenance and painting.	1. Preparation for employment and skill development in basic concrete work, electricity, forge work and soldering.
2. Agricultural Production	2. Exploration of terms, tools and techniques related to land and soil products.	2. Orientation to further land usage and animal production.	2. Preparation for entry-level jobs. Further development of land/soil products; an increased emphasis on animal production.
3. Horticultural Services	3. Exploration of terms, tools and techniques of lawn and garden care.	3. Orientation to skill development in horticulture and basic floriculture.	3. Preparation for employment in greenhouse care, gardening and floriculture.
<u>BUSINESS AND OFFICE OPERATIONS</u>			
1. Business Services	1. Exploration of terms, tools and techniques related to jobs in sales, service and courier work.	1. Orientation to retailing, cashier duties, keyboarding and telephone techniques.	1. Preparation for employment, development of entry-level job skills in business services and sales.
2. Office Services	2. Exploration of terms, tools and techniques related to office work and consumer awareness.	2. Orientation to common office operations including keyboarding, filing, duplicating, mail handling and telephone techniques.	2. Preparation for entry-level employment and further development of consumer awareness.
<u>CONSTRUCTION AND FABRICATION</u>			
1. Building Services	1. Exploration of terms, tools and techniques related to subtrade work including tool use and care, woodwork and fasteners.	1. Orientation to framing, roofing, scaffold use and flooring.	1. Preparation for helper roles or apprenticeship articulation. Additional skill options include painting, concrete work, bricklaying and glasswork.
2. Construction Services	2. Exploration of terms, tools and techniques related to general piping, blueprint reading and tool use and care.	2. Orientation to option areas including heating, gasfitting, electrical, welding and insulating services.	2. Preparation for helper roles or apprenticeship articulation in one of the trade areas.

* The percentage figures given for the community partnership component are recommended minimal guidelines. Schools that do not have extensive on-site facilities would use community work sites to a much higher degree.

Developmental Concept	Exploration	Orientation	Preparation
<p><u>CREATIVE ARTS</u></p> <p>1. Crafts and Arts</p> <p>2. Technical Arts</p>	<p>1. Exploration of terms, tools, materials and techniques of craft and art work.</p> <p>2. Exploration of terms, tools, materials and techniques of graphic arts, media arts, photography and related arts.</p>	<p>1. Orientation to skill development in specific crafts and arts.</p> <p>2. Orientation to skill development in one or more technical or related arts areas.</p>	<p>1. Preparation for entry-level employment and/or entrepreneurial activity in creative arts/cottage crafts industry.</p> <p>2. Preparation for entry-level employment and/or entrepreneurial activity in one of the technical or related arts.</p>
<p><u>NATURAL RESOURCES</u></p> <p>1. Natural Resource Services</p>	<p>1. Exploration of terms, tools and techniques used by workers in three natural resource industries:</p> <p>a. Oil and Gas</p> <p>b. Forestry</p> <p>c. Mining.</p>	<p>1. Orientation to specific knowledge and skills related to one or more of three natural resource industries:</p> <p>a. Oil and Gas</p> <p>b. Forestry</p> <p>c. Mining.</p>	<p>1. Preparation for employment in one or more of the natural resource industries:</p> <p>a. Oil and Gas</p> <p>b. Forestry</p> <p>c. Mining.</p>
<p><u>PERSONAL AND PUBLIC SERVICES</u></p> <p>1. Child and Health Care Services</p> <p>2. Esthetology</p> <p>3. Fashion and Fabric Services</p> <p>4. Hair Care</p>	<p>1. Exploration of services provided to children, the aged and the infirm.</p> <p>2. Exploration of terms, tools and grooming services used on face, feet and head.</p> <p>3. Exploration of garment care and cleaning, and the fashion merchandising fields.</p> <p>4. Exploration of terms, tools and treatments related to natural hair and wig care.</p>	<p>1. Orientation to principle of child care, baby-sitting, child safety, care of adults, home duties and basic nutrition.</p> <p>2. Orientation to facial shapes and care, eyebrow arching, false lash application, manicure and pedicure.</p> <p>3. Orientation to fashion and fabrics. Basic skill development in repair and cleaning of clothes.</p> <p>4. Orientation to basic setting and styling, cutting, hair analyses and hair goods.</p>	<p>1. Preparation for day-care employment, residential aide or nursing assistant.</p> <p>2. Preparation for employment. Increased skill development and sales training.</p> <p>3. Preparation for employment in fashion sales or laundry/cleaning operations.</p> <p>4. Preparation for entry-level employment as beautician's assistant, wig dresser or articulation with Alberta apprenticeship.</p>
<p><u>TOURISM AND HOSPITALITY</u></p> <p>1. Commercial Food Preparation</p> <p>2. Food Services</p> <p>3. Maintenance and Hospitality Services</p>	<p>1. Exploration of terms, tools and techniques of commercial food production.</p> <p>2. Exploration of terms, tools and techniques of serving food and beverages.</p> <p>3. Exploration of terms, tools and techniques of building maintenance and hotel/motel support services.</p>	<p>1. Orientation to basic methods of food preparation, breakfast cookery and correct operations behaviour.</p> <p>2. Orientation to skill development, inside work, guest relations, sales and service.</p> <p>3. Orientation to carpet and upholstery care, floor care and special area maintenance.</p>	<p>1. Preparation for entry-level employment. Prepare meats, vegetables, desserts and garnishes.</p> <p>2. Preparation for entry-level employment as waiter/waitress, bus person, in food service establishments.</p> <p>3. Preparation for entry-level employment as maintenance worker, security guard, houseman/chambermaid, bell-hop or desk clerk.</p>
<p><u>TRANSPORTATION</u></p> <p>1. Automotive Services</p> <p>2. Service Station Services</p> <p>3. Warehouse Services</p>	<p>1. Exploration of terms, tools and techniques of automotive care and maintenance.</p> <p>2. Exploration of terms, tools and techniques used in service station operations.</p> <p>3. Exploration of terms, tools and techniques of warehousing, stock-keeping and inventory management.</p>	<p>1. Orientation to engines and engine systems, tool and equipment care, replacement and mechanical services.</p> <p>2. Orientation to sales and service, hoisting, lifting, wheels and tires, basic safety inspection.</p> <p>3. Orientation to lifting, carrying, packing, boxing, wrapping, record keeping and receiving.</p>	<p>1. Preparation for entry-level employment as automotive helper or articulation with Alberta apprenticeship.</p> <p>2. Preparation for entry-level employment as service station attendant and/or automotive helper.</p> <p>3. Preparation for entry-level employment as warehouse worker, stock-keeper, assistant shipper or receiver.</p>

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the generic and required components of all of the Level 16, 26 and 36 occupational courses. Learner expectations specific to the development of elective work skills within each course are identified in the program of studies/curriculum guide for each level of the program.

Both the generic and the work skills learner expectations are designed to accommodate individual student differences through the identification of learning activities in each occupational course. These activities provide the teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The teacher is expected to make an assessment of each student's abilities upon entering an occupational course and to develop a teaching plan that provides each student with sufficient time to develop awareness and to experience success at each step of the course.

In this context, teachers are advised to individualize their expectations of student performance, and use the elective component of each course to provide remedial or enrichment activities to individual students by assessing their ongoing performance. The elective component of the occupational courses permits teachers to:

- extend or expand upon topics, thus embedding additional concepts, skills and attitudes considered appropriate to student interest and need
- enrich the program by introducing new concepts and activities considered relevant to the student and the local community
- remediate or reinforce skills from the required component that appear to be weak.

The instructional time for the practical arts should be apportioned:

- 80% Required
- 20% Elective.

SPECIFIC LEARNER EXPECTATIONS

A list of specific learner expectations for each of the generic components of the IOP occupational courses follows. Please note that the learner expectations comprise the required component of each IOP occupational course.

INTRODUCTORY SKILLS

This strand reinforces and updates students' awareness of job and career opportunities in Alberta. The job search process is introduced and applied. Concepts, skills and attitudes related to human relations, sanitation and safety in the workplace, and similarly introduced and developed, enable students to identify career opportunities and attain jobs.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● understand the difference between a job and a career● understand the purpose of categorizing occupations into clusters● recognize job search as a process● identify appropriate workplace behaviour● identify areas of personal interest and strength● recognize basic health and safety practices.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● develop increased understanding of:<ul style="list-style-type: none">– career ladders– continuing education– lifelong learning● understand the job search process● recognize appropriate workplace behaviour● recognize areas for personal growth● understand occupation-related health and safety practices.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● recognize job/career opportunities:<ul style="list-style-type: none">– career ladders– continuing education/training– transferability of concepts, skills and attitudes● devise appropriate job search strategies● demonstrate appropriate workplace behaviour● relate areas for personal growth to career plan● demonstrate occupation-related health and safety practices● identify the role of unions and associations.
<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● recognize the need to make a commitment to enhancing personal growth in social, emotional, physical, intellectual and skill areas● begin to appreciate the value of continuing education as a part of the lifelong learning process● appreciate the need for appropriate occupational health and safety practices.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● appreciate the value of developing a positive, realistic self-image and good human relations skills● display a commitment to enhancing personal growth in social, emotional, physical, intellectual and skill areas● appreciate the value of continuing education as a part of the lifelong learning process● appreciate the value of learning how to follow accepted occupational health and safety practices.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● appreciate the importance of positive, realistic self-image and good human relations skills● appreciate the need for continuing education/training as a part of the lifelong learning process● follow accepted occupational health and safety practices● display a positive attitude toward self and the development of improved career awareness, job search, human relations, safety and sanitation skills:

Level 16

Level 26

Level 36

Attitudes (continued)

- work independently, as well as effectively, with others in group situations
- demonstrate/share that which has been learned in group discussions, activities and independent studies
- practise strategies for resolving interpersonal conflict
- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

A. Career Awareness

1. recognize the nature of the occupational cluster
2. identify a variety of occupations in the career cluster
3. identify concepts, skills and attitudes required in occupational cluster
4. recognize potential career ladders
5. identify personal interests.

B. Job Search

1. recognize the language of the occupational cluster
2. recognize job opportunities
3. identify the job search as a process
4. identify personal career goals
5. identify job requirements:
 - physical
 - emotional
 - time
 - tools
6. identify personal abilities.

Skills

The student will:

A. Career Awareness

1. identify the scope of local business/industry
2. select occupation from career cluster
3. describe entry-level requirements
4. identify wages and working conditions
5. explore personal job interests.

B. Job Search

1. define business-/industry-related terms
2. locate job opportunities
3. list the sequence of tasks in the job search strategy
4. match personal interests to job requirements
5. introduce self to local business/industry operations
6. obtain job application forms
7. recognize the purpose of networking

Skills

The student will:

A. Career Awareness

1. identify related businesses/industries
2. identify personal knowledge and skills
3. identify available jobs/careers in interest areas
4. identify opportunities for further education/training.

B. Job Search

1. review business-/industry-related terms
2. write letters of application
3. prepare a résumé
4. complete application forms
5. identify and contact references
6. practise networking
7. practise job interview techniques
8. apply for a job
9. identify related unions and associations.

Level 16

Skills (continued)

C. Human Relations

1. recognize the meaning of "human relations"
2. identify strategies to enhance peer relationships
3. identify strategies to enhance relationships with others.

D. Sanitation and Environmental Awareness

1. describe "hygiene" and "sanitation"
2. describe "personal hygiene" and "public hygiene"
3. identify related health and sanitation standards
4. maintain sanitary work area.

E. Safety

1. describe "safety"
2. practise fire safety
3. recognize need for safety in the work area.

Level 26

Skills (continued)

C. Human Relations

8. compare wages and working conditions with other related jobs.

1. describe "human relations", "personality" and "traits"
2. identify traits in related occupations
3. recognize appropriate workplace behaviour
4. demonstrate the ability to relate to others
5. demonstrate ability to accept praise/criticism
6. identify areas of personal strength/growth
7. recognize appropriate strategies to enhance personal growth
8. identify causes of conflict/cooperation.

D. Sanitation and Environmental Awareness

1. identify industry-related sanitation practices
2. demonstrate personal hygiene
3. describe health and welfare regulations
4. demonstrate public hygiene.

E. Safety

1. demonstrate safe practices
2. demonstrate safe use of tools and equipment
3. demonstrate safe use of supplies
4. identify unsafe work practices
5. participate in first aid training.

Level 36

Skills (continued)

C. Human Relations

1. identify positive traits in self and others
2. demonstrate good interpersonal relationships
3. demonstrate personal growth in human relationships
4. demonstrate ability to deal constructively with conflict
5. demonstrate self-esteem-building strategies
6. identify personnel in local businesses/industries
7. establish contacts with local businesses/industries
8. demonstrate appropriate workplace behaviour
9. demonstrate appropriate dress for the workplace.

D. Sanitation and Environmental Awareness

1. practise personal hygiene
2. demonstrate ability to perform public hygiene practices
3. demonstrate sanitary work behaviour
4. recognize how infections and diseases are controlled in local businesses/industries
5. describe occupation-related health and safety regulations.

E. Safety

1. demonstrate entry-level safety ability
2. use tools, equipment and supplies according to manufacturer's instructions.

ORGANIZATIONAL SKILLS

This strand introduces students to concepts and practices related to ethics, organization, time and task management and standards. The concepts, skills and related attitudes will enable students to make decisions, solve increasingly complex problems and attain standards appropriate to the workplace.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts	Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● identify the relationship between ethics and behaviour● recognize the basic principles of time and task management● recognize the importance of task analysis, problem-solving and decision-making skills● identify the occupational standards that help to regulate and control production.	<ul style="list-style-type: none">● develop an increased understanding of how ethics regulate behaviour● understand how tolerance and understanding of other cultural phenomena can affect relations and productivity in the workplace● recognize the importance of organization, planning, problem-solving and decision-making skills for task performance and productivity● understand how occupational standards help to regulate and control production.	<ul style="list-style-type: none">● explain how ethics regulate behaviour● give examples of how tolerance and understanding of other cultural phenomena can affect human relations and productivity in the workplace● describe the importance of organizing, planning, problem solving and decision making to task performance and productivity● illustrate how occupational standards help to regulate and control production.
Attitudes	Attitudes	Attitudes
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● begin to develop an appreciation for time and task management● display tolerance and understanding toward others● begin to appreciate the value of performance and production standards● display a willingness to use simple problem-solving and decision-making strategies.	<ul style="list-style-type: none">● continue to develop an appreciation for time and task management● display tolerance and understanding toward other cultures● appreciate the value of standards of performance and production● display a willingness to use problem-solving and decision-making skills.	<ul style="list-style-type: none">● appreciate the importance of time and task management● display tolerance and understanding toward other cultures● appreciate the value of using standards to evaluate performance and production● appreciate the uses of problem-solving and decision-making skills

Level 16

Level 26

Level 36

Attitudes (continued)

- display a positive attitude toward self and the development of organizational skills:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

A. Work Ethics

1. identify "ethical behaviour"
2. recognize relationship between ethics and human relations
3. demonstrate willingness to participate
4. demonstrate punctuality and reliability.

B. Planning and Organizing

1. describe "planning" and "organizing"
2. identify components and component sequence of a task.

Skills

The student will:

A. Work Ethics

1. recognize ethics of related occupations
2. demonstrate willingness to practise ethical behaviour
3. recognize the meaning of work
4. demonstrate awareness of the needs of others
5. demonstrate tolerance and understanding of other cultures
6. demonstrate pride in self
7. accept advice.

B. Planning and Organizing

1. develop a basic task plan
2. implement a basic task plan
3. evaluate the outcome of task plan implementation
4. recognize the meaning of "feedback".

Skills

The student will:

A. Work Ethics

1. describe work ethics of related occupations
2. demonstrate ethical behaviour
3. demonstrate willingness to work
4. demonstrate dependability
5. demonstrate concern for others
6. demonstrate pride in work
7. follow instructions.

B. Planning and Organizing

1. develop a complex task plan
2. follow task plan
3. implement a complex task plan.

Level 16

Skills (continued)

C. Time Management

1. describe "time management"
2. demonstrate dependability.

D. Task Management

1. describe "task management"
2. demonstrate willingness to learn
3. demonstrate interest in the occupational area.

E. Work Standards

1. describe "work standards"
2. identify work standards used in related occupations
3. appreciate need for control and quality checks.

Level 26

Skills (continued)

C. Time Management

1. identify time-task relationship
2. demonstrate effective time management.

D. Task Management

1. demonstrate perseverance
2. prepare tools and supplies required for the task
3. practise positive work habits
4. describe the practice of service in the service industries.

E. Work Standards

1. describe work standards used in related occupations
2. demonstrate acceptable work standards
3. describe the relationship among work standards, service and profit.

Level 36

Skills (continued)

C. Time Management

1. demonstrate time-task skills
2. meet task deadlines.

D. Task Management

1. work to specifications
2. use equipment, tools and supplies correctly
3. use correct supplies
4. conserve supplies
5. clean work area when task is completed
6. demonstrate service.

E. Work Standards

1. work to specified standards
2. demonstrate initiative.

COMMUNICATION

This strand reinforces previously developed communication skills, further develops them, and enables students to communicate effectively with others, both directly and indirectly, in the workplace.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Concepts

The student will:

- develop an understanding of the different forms of communication:
 - verbal
 - non-verbal
 - symbolic

Level 26

Concepts

The student will:

- develop a further understanding of forms and styles of communication:
 - verbal
 - non-verbal
 - symbolic

Level 36

Concepts

The student will:

- distinguish among forms of communication:
 - verbal
 - non-verbal
 - symbolic

Level 16

Concepts (continued)

- recognize good and poor communication techniques
- understand the importance of verbal and non-verbal communication.

Attitudes

The student will:

- begin to appreciate how the diversity of the forms of communication impact on performance and productivity
- recognize the need to use appropriate forms and styles of communication in the workplace
- appreciate the importance of asking and answering questions and following instructions
- appreciate how the form of communication can impact on human relationships.

Level 26

Concepts (continued)

- recognize the effect of good and poor communications on interpersonal relations, performance and productivity
- understand the need for clarity and conciseness in workplace communications.

Attitudes

The student will:

- appreciate how the diversity of the forms and styles of communication impact on performance and productivity
- recognize the need to use appropriate forms and styles of communication in the workplace
- develop responsible attitudes toward asking and answering questions and following directions
- appreciate how the form and style of communication can create positive and negative perceptions between the message sender and the message receiver.

Level 36

Concepts (continued)

- give examples of how good and poor communications affect interpersonal relations, performance and productivity
- explain why clarity and conciseness are required in workplace communications.

Attitudes

The student will:

- appreciate how different forms of communication impact on performance and productivity
- practise appropriate forms of communication in the workplace
- display a responsible attitude toward asking and answering questions and following directions
- appreciate how communication can create positive and negative perceptions between the message sender and the message receiver
- display a positive attitude toward self and the development of improved communication skills:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Level 16

Skills

The student will:

1. describe "communication"
2. identify forms of communication
3. recognize the relationship between verbal and non-verbal communication
4. follow verbal instructions
5. ask questions
6. recognize occupation-related communication techniques.

Level 26

Skills

The student will:

1. recognize appropriate/inappropriate forms of verbal communication
2. recognize appropriate/inappropriate forms of non-verbal behaviour
3. communicate effectively with peers, teachers and others
4. record telephone information correctly.

Level 36

Skills

The student will:

1. identify types of communication in local businesses/industries
2. demonstrate ability to communicate effectively
3. demonstrate effective interview strategies
4. use the telephone correctly.

READING

This strand reinforces concepts, reading skills and attitudes developed in other courses, and enables students to develop further their reading abilities in occupational contexts as well as access and use necessary resources.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Concepts

The student will:

- recognize the importance of being able to read effectively
- identify examples of occupation-related literature
- give examples of resource centres where occupation-related literature may be located.

Attitudes

The student will:

- appreciate how the ability to read can impact on the job search process

Level 26

Concepts

The student will:

- recognize the importance of being able to read effectively
- recognize the diversity of occupation-related literature
- understand how to locate and access occupation-related literature.

Attitudes

The student will:

- appreciate how the ability to read can impact on the job search and job attainment process and on career advancement opportunities

Level 36

Concepts

The student will:

- understand the importance of being able to read and interpret literature effectively
- recognize the diversity of occupation-related literature
- understand how to locate and access occupation-related literature.

Attitudes

The student will:

- appreciate how the ability to read and interpret information can impact on the job search and job attainment process and on career advancement opportunities

Level 16

Attitudes (continued)

- become increasingly aware of how one's lifestyle can be affected by the ability to read
- appreciate that reading ability can be improved through reading practice.

Skills

The student will:

1. identify resource centres
2. recognize the variety of resources
3. follow written instructions
4. locate references.

Level 26

Attitudes (continued)

- appreciate how one's lifestyle can be affected by the ability to read
- appreciate that reading ability can be improved through reading practice.

Skills

The student will:

1. use related occupational terms
2. identify occupation-related literature
3. obtain access to resources in community resource centres
4. interpret and follow written instructions.

Level 36

Attitudes (continued)

- appreciate how one's lifestyle can be affected by the ability to read and interpret literature
- appreciate that reading and interpretive ability can be improved through reading practice
- display a positive attitude toward self and the development of improved reading abilities:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. read and interpret occupation-related literature
2. read related health and safety documents
3. read terms of employment documents
4. use resource centres
5. follow written instructions specific to occupational area
6. deal with conflicting instructions.

WRITING

This strand reinforces concepts, writing skills and attitudes developed in other courses and enables students to develop further their abilities to write letters and complete a variety of workplace-related forms.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts	Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● recognize the importance of being able to write legibly● recognize that writing ability is improved through practice● understand the writing process:<ul style="list-style-type: none">- establish the context- focus on the writing task- compose and write a draft- edit and proofread- share the written work.	<ul style="list-style-type: none">● recognize the importance of being able to write legibly● recognize that writing ability is improved through practice● understand the acceptable forms and styles of writing:<ul style="list-style-type: none">- sentences- letters of inquiry- letters of thanks- application forms.	<ul style="list-style-type: none">● explain the importance of being able to write legibly● understand that writing ability is improved through practice● use acceptable forms and styles of writing:<ul style="list-style-type: none">- sentences/paragraphs; e.g., letters of inquiry/thanks- point form; e.g., résumés, bills, work orders.
Attitudes	Attitudes	Attitudes
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● appreciate how the ability to write legibly can impact on the job search process● develop a responsible attitude to writing● conform to appropriate styles of writing.	<ul style="list-style-type: none">● appreciate how the ability to write legibly can affect the job search process and career development opportunities● develop a responsible attitude to writing:<ul style="list-style-type: none">- use complete sentences and paragraphs where appropriate- write legible work orders, bills, receipts and reports- take inventory.	<ul style="list-style-type: none">● identify how the ability to write legibly can impact on the job search process and on career development opportunities● demonstrate a responsible attitude to writing:<ul style="list-style-type: none">- use complete sentences and paragraphs where appropriate- write legible work orders, bills, receipts and reports- take inventory● display a positive attitude toward self and the development of improved writing skills:<ul style="list-style-type: none">- work independently and effectively with others in group situations- demonstrate/share that which has been learned in group discussions, activities and independent studies

Level 16

Level 26

Level 36

Attitudes (continued)

- practise strategies for resolving interpersonal conflict
- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. recognize the need for basic writing skills
2. write complete sentences
3. complete application for a social insurance number (SIN).

Skills

The student will:

1. describe uses of writing skills in related occupations
2. write in complete sentences and paragraphs
3. write a letter of inquiry
4. write a letter of thanks
5. complete a job application form.

Skills

The student will:

1. write in related paragraphs
2. write a résumé
3. write a job description
4. submit job application forms.

MATHEMATICS

This strand reinforces the concepts, mathematical skills and attitudes developed in other courses and enables students to use these abilities in occupational contexts.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Concepts

The student will:

- develop an understanding of the use of mathematics as applied in occupational contexts
- recognize the need for increasing computational competence in both daily life and occupation-related activities

Level 26

Concepts

The student will:

- develop a further understanding of the use of mathematics as applied in occupational contexts
- understand the need for increasing computational competence in both daily life and occupation-related activities

Level 36

Concepts

The student will:

- describe the use of mathematics in related occupational contexts
- describe why increasing computational competence is needed in both daily life and occupation-related activities

Level 16

Concepts (continued)

- identify technology that has influenced the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- value the importance of computational competence and problem-solving skills in most occupations
- appreciate the need for effective management of finances, inventory and other quantifiable materials
- appreciate the reasons why different systems of measurement are used in the workplace; e.g., imperial, metric. *

Level 26

Concepts (continued)

- recognize that technology, in the form of computers and computerized systems, has influenced the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- appreciate the importance of computational competence and problem-solving skills in most occupations
- develop a sense of responsibility toward management of finances, inventory and other quantifiable materials
- appreciate the need to use different systems of measurement; e.g., imperial/U.S., metric. *

Level 36

Concepts (continued)

- recognize that technology, in the form of computers and computerized systems, continues to influence the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- respect the fact that computational competence and problem-solving skills are needed in most occupations
- develop an increased sense of responsibility toward management of finances, inventory and other quantifiable materials
- appreciate the challenge involved in using different systems of measurement; e.g., imperial, metric, U.S. *
- display a positive attitude toward self and the development of improved mathematical skills:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Level 16

Skills

The student will:

1. read numbers to six digits
2. add, subtract, multiply and divide
3. use whole numbers, fractions and decimals
4. use metric units of measurement
5. use non-metric units of measurement when necessary.

Level 26

Skills

The student will:

1. use SI metric units of measurement
2. use imperial and U.S. units of measurement where necessary*
3. perform basic numeric calculations using whole numbers, fractions and decimals
4. use appropriate strategies to calculate ratio, proportion and per cent
5. count money to \$1,000
6. make change to \$100.

Level 36

Skills

The student will:

1. use metric units of measurement
2. use imperial units of measurement*
3. solve math-word problems
4. apply ratio, proportion and per cent in occupational context
5. calculate hourly, weekly and monthly income
6. calculate costs, sales, commissions, profits
7. calculate commissions
8. handle cash, cheque and credit transactions.

★METRICATION POLICY

It is the policy of Alberta Education that SI units be the principal system of measurement in the curriculum of the schools in the province. In preparing students for transition to the workplace where imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the IOP Practical Arts/Occupational Component support documents.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

VISUALIZING

This strand extends students awareness and knowledge of the importance of signs, symbols and other forms of visual communications enabling them to work within acceptable safety and sanitation standards in the workplace.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● develop an understanding of why signs and symbols are used in business and industry● acquire knowledge of occupation-related signs and symbols● identify signs and symbols that relate to occupational health and safety● explain the purpose of charting and graphing information.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● develop a further understanding of why signs and symbols are used in business and industry● acquire further knowledge of occupation-related signs and symbols● recognize signs and symbols that relate to occupational health and safety● understand the purpose of charting and graphing information.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● relate different signs and symbols to appropriate businesses and industries● recognize signs and symbols that relate to occupational health and safety● distinguish between, and interpret, charts and graphs.
<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● appreciate the usefulness of symbols and signs in the workplace● demonstrate awareness of danger and concern for others when using materials displaying a hazardous warning sign● organize information in chart or graphic form.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● appreciate the usefulness of signs and symbols in business and industry● demonstrate awareness of danger and a concern for others when using materials displaying a hazardous warning sign● appreciate the value of being able to display information in chart or graphic form.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">● appreciate the value of having an international system of signs and symbols● appreciate the value of critical and creative thinking skills in developing and interpreting charts and graphs● display a positive attitude toward self and the ability to visualize:<ul style="list-style-type: none">- work independently, as well as effectively, with others in group situations- demonstrate/share that which has been learned in group discussions, activities and independent studies- practise strategies for resolving interpersonal conflict

Level 16

Level 26

Level 36

Attitudes (continued)

- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. identify signs and symbols common across occupations
2. read charts and graphs
3. show creative potential (E).

Skills

The student will:

1. interpret occupation-related signs and symbols
2. interpret charts and graphs and describe their purpose
3. create/design a visual representation of a project or process (E).

Skills

The student will:

1. respond appropriately to occupation-related signs and symbols
2. construct a chart or graph related to an occupational area
3. create an occupation-related design or product (E).

ENTREPRENEURSHIP

This strand reinforces and extends students awareness and knowledge about entrepreneurship, which will encourage them to develop further their interests and potential to be self-employed and operators of their own business.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Level 26

Level 36

Concepts

The student will:

- develop an understanding of how personal interests and skills may be related to entrepreneurial opportunities
- recognize small business operations in the community
- recognize entrepreneurship as a career option.

Concepts

The student will:

- develop an increasing understanding of how personal interests and skills may be related to entrepreneurial opportunities
- recognize common characteristics of small businesses and recognize the advantages and disadvantages of small business ownership

Concepts

The student will:

- outline how personal interests and skills may be related to entrepreneurial opportunities
- identify common characteristics of small businesses and recognize the advantages and disadvantages of small business ownership
- recognize entrepreneurship as both a career option and advancement on a potential career ladder

E = Elective Component

Level 16

Level 26

Level 36

Concepts (continued)

- recognize entrepreneurship as both a career option and advancement on a potential career ladder
- understand the meaning of "enterprise" and "risk taking".

Concepts (continued)

- understand the meaning of "enterprise" and "risk taking".

Attitudes

The student will:

- appreciate the role played by entrepreneurs in society
- appreciate the potential for enterprise within occupational clusters.

Attitudes

The student will:

- appreciate the role played by entrepreneurs in society
- develop an attitude toward enterprise that recognizes the importance of organizing, planning and risk taking.

Attitudes

The student will:

- appreciate the present roles played by entrepreneurs in society and predict the future for course-related enterprises
- develop a realistic attitude toward enterprise that recognizes the importance of organizing, planning and risk taking
- display a positive attitude toward self and the development of entrepreneurial awareness:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. describe "entrepreneurship" and "entrepreneur"

Skills

The student will:

1. identify local entrepreneurs
2. identify traits of entrepreneurs

Skills

The student will:

1. recognize entrepreneurial opportunities

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Skills (continued) 2. identify small businesses in the community 3. recognize entrepreneurship as a potential career path.	Skills (continued) 3. identify steps necessary to start a small business 4. initiate a small business (E).	Skills (continued) 2. recognize common characteristics of small businesses 3. identify advantages and disadvantages of being in business 4. recognize costs of operating a business 5. appreciate that not all money earned is profit 6. identify business opportunities related to personal abilities and interest 7. identify abilities required to establish a business 8. develop a business plan and operate a small business (E).

FIELD EXPERIENCES

Field experiences are out-of-classroom learning activities. This strand addresses the development of the concepts, skills and attitudes that will enable students to obtain first-hand knowledge of the marketplace and develop abilities appropriate for entry-level employment.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts <i>The student will:</i> <ul style="list-style-type: none"> ● understand that job and career opportunities are affected by changes in society ● acquire knowledge of the potential job and career opportunities in the community ● recognize that workers must be flexible and open to new and emerging career opportunities. 	Concepts <i>The student will:</i> <ul style="list-style-type: none"> ● understand the relationship between school and community learning activities ● acquire knowledge of potential jobs and careers in the community ● recognize factors that may affect job attainment, retention and career advancement. 	Concepts <i>The student will:</i> <ul style="list-style-type: none"> ● describe the relationship between school and community learning activities ● distinguish between job and career potentials in community ● predict factors that can affect job attainment, retention and career advancement.

E = Elective Component

Level 16

Attitudes

The student will:

- recognize the value of on-the-job learning
- appreciate cooperative learning opportunities provided by community partners
- appreciate the opportunity to provide volunteer services to individuals or agencies in need
- appreciate that continual skill development and refinement are positive actions.

Skills

The student will:

1. participate in field experiences
2. demonstrate satisfactory behaviour during community partnerships.

Level 26

Attitudes

The student will:

- recognize the value of on-the-job learning and training
- demonstrate appreciation for learning job and career opportunities provided by community partners
- develop an attitude of respect and helpfulness that can translate into providing volunteer services to individuals or agencies in need.

Skills

The student will:

1. orient self to the workplace
2. demonstrate appropriate work habits
3. use safe and sanitary practices
4. demonstrate pride in self
5. demonstrate pride in work performance
6. show respect for others
7. respect the property of others.

Level 36

Attitudes

The student will:

- appreciate the value of on-the-job training
- demonstrate appreciation for ongoing learning opportunities provided by community partners
- display an attitude of respect and helpfulness that can translate into providing volunteer services to individuals or agencies in need
- display a positive attitude toward self and the development of concepts, skills and attitudes related to career goals:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. prepare for employment through community partnership activities
2. demonstrate appropriate work habits
3. demonstrate effective human relations techniques in the workplace
4. practise safety in the workplace
5. demonstrate acceptable verbal and non-verbal communication skills

Level 16

Level 26

Level 36

Skills (continued)

6. practise personal and public hygiene procedures
7. demonstrate entry-level competency in equipment and tools usage
8. use supplies correctly
9. follow good storage practices
10. demonstrate pride in work
11. demonstrate willingness to work
12. demonstrate respect for others
13. follow accepted principles and procedures
14. recognize opportunities for further education/training.

WORK SKILLS

This strand provides opportunities for students to apply concepts, skills and attitudes identified in the previous strands in real-life situations. The integration of community partnership activities will enable students to develop awareness and skills related to two or more of the eight occupational clusters. The work skills component for each occupation/course consists of required and elective components. The required components are outlined below.

The elective work skills component specific to each occupational course is outlined in a series of scope and sequence charts in each of the 16-, 26- and 36-level program of studies/curriculum guide, occupational component. Similar scope and sequence charts are included in the student workbook available for each occupational course.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts	Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none"> ● develop an understanding of occupation-related: <ul style="list-style-type: none"> - equipment, tools and supplies - safe and sanitary practices - standards of performance and productivity ● recognize that a sense of pride in performance, task completion and achievement contribute to employability. 	<ul style="list-style-type: none"> ● develop an improved understanding of occupation-related: <ul style="list-style-type: none"> - equipment, tools and supplies - safe and sanitary practices - standards of performance and productivity ● develop a sense of pride in performance, task completion and achievement. 	<ul style="list-style-type: none"> ● display an improved understanding of occupation-related: <ul style="list-style-type: none"> - equipment, tools and supplies - safe and sanitary practices - standards of performance and productivity ● display a sense of pride in performance, task completion and achievement.

Level 16

Attitudes

The student will:

- recognize the value and transferability of occupation-related skills
- develop an attitude of curiosity and openness to new ideas, new techniques and new tasks, being critical and constructive in the identification, selection and application of ongoing task-related strategies
- seek out learning opportunities for skill development and refinement.

Skills

The student will:

A. Identification

1. identify job scope
2. identify equipment, tools and supplies.

B. Equipment, Tools and Supply Usage

1. demonstrate safe use of equipment, tools and supplies
2. select appropriate materials for the job
3. use correct methods to produce a product or to provide a service.

C. Work Standards

1. identify and work to accepted standards.

Level 26

Attitudes

The student will:

- appreciate the value and transferability of occupation-related skills
- develop an attitude of curiosity and openness to new ideas, new techniques and new tasks, being critical and constructive in the identification, selection and application of task-related strategies.

Skills

The student will:

A. Identification

1. list and describe related jobs
2. list and describe equipment, tools and supplies.

B. Equipment, Tools and Supply Usage

1. demonstrate safe use of equipment, tools and supplies.

C. Work Standards

1. work to accepted standards.

Level 36

Attitudes

The student will:

- appreciate the value and transferability of the generic skills and work skills
- display a positive attitude toward self, career goals and the world of work:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent study
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

A. Identification

1. select career path
2. recognize equipment, tools and supplies.

B. Equipment, Tools and Supply Usage

1. use equipment, tools and supplies correctly.

C. Work Standards

1. work to accepted standards.

Level 16

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain work area in a safe and sanitary condition.

Level 26

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain work area in a safe and sanitary condition.

Level 36

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain a professional work area.

IOP

SOCIAL STUDIES

16-26

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ... (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational Social Studies Program provides a two-course sequence: Social Studies 16 and Social Studies 26. The two courses allow students to meet the social studies credit and course requirements for the Certificate of Achievement.

The Integrated Occupational Social Studies Program is designed for students who have experienced difficulty with social studies in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific process, communication and participation skills, and inquiry strategies to more generalized situations in everyday life and the world of work.

Social Studies 16-26 provides the essential knowledge, skills and attitudes needed for students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of

process, communication and participation skills, and inquiry strategies in order to enhance student ability to answer questions, make decisions, solve problems and adjust to changing circumstances. This approach is intended to foster an appreciation of social studies for its usefulness and relevance, and thus motivate students to participate in the learning process.

In a rapidly changing technological society, students require effective critical/creative thinking skills and problem-solving/decision-making strategies. The social studies program enhances student ability to apply skills and strategies in unfamiliar situations, make intelligent choices, monitor behaviour, and understand that one must live with the consequences of personal decisions. Students are encouraged to develop realistic aspirations regarding their future endeavours and responsible attitudes toward citizenship. The course content is the context in which skills and attitudes are developed and comprises history, geography, economics, current affairs and the social sciences.

Prescribed content in the Integrated Occupational Social Studies 16-26 Program reflects an emphasis on life skills and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational Social Studies Program are consistent with those of other regular program social studies courses. This continuity will assist students in their transition from a regular program to the IOP, and from the IOP back to a regular program.

Within appropriate contexts, the social studies program is designed to mediate, reinforce and/or extend knowledge, skills and attitudes addressed in preceding social studies courses. In addition, new knowledge, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's

Secondary Education in Alberta policy statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

Social studies is a school subject that assists students to acquire the knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society.

The Integrated Occupational Social Studies Program focuses first and foremost on the needs of the learner. As attitude and self-esteem have powerful influences over learning, the program must foster within each student a positive self-concept and a positive attitude toward learning. The knowledge, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environment.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching

learning tasks. Instructional planning should include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

The Integrated Occupational Social Studies Program provides opportunities to promote further understanding of traditional social studies as it relates to an appropriate knowledge base and the changing family, community, provincial, country and world environments. In addition, this social studies program expands the concept of "social" to include the personal and interpersonal skills necessary for students to develop into responsible citizens at home, at school, in the workplace and in the global community.

The Integrated Occupational Social Studies Program takes the following factors into account.

- **Nature and needs of the learner.** The program is designed to accommodate the abilities, needs, interests, cultural heritage and learning styles of each student.
- **Nature and needs of a changing society.** The program is designed to develop knowledge, skills and attitudes that will enable students to become responsible members of society. Responsible citizens apply critical and creative thinking skills to make decisions based on input from a wide variety of sources, respect the behaviours, cultures and opinions of other individuals and groups, and participate positively in society. Process, communication and participation skills, and inquiry strategies will prepare students to adapt to a changing world.
- **Nature of knowledge in each area of social studies.** Economics, geography, history and social sciences are incorporated as determined by the abilities and needs of students.
- **Learning environment.** Teachers are encouraged to adapt delivery and design of the prescribed program in keeping with the abilities, needs, interests, learning

preferences and cultural heritage of students. School and community resources are to be considered, and teachers are encouraged to enhance program delivery through a variety of activities that promote community involvement and recognition of cultural groups within the community.

The program will enhance students' abilities to:

- become self-motivated and self-directed decision makers
- gain confidence in taking risks, accepting challenges and making decisions
- develop confidence and a sense of self-worth in their ability to participate responsibly in a changing society.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend upon personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level with a high emphasis placed on experiential learning. Specific concepts and skills should be developed after establishing a need for their use through learning activities involving three levels of instructional technique:

- concrete; e.g., use of models
- transitional; e.g., pictorial representation
- formal; e.g., symbolic representation.

Strategies that will assist the learner in progressing from the concrete level of thinking to more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual, available for each course from the Learning Resources Distributing Centre.

B. GENERAL LEARNER EXPECTATIONS

Students in the Integrated Occupational Social Studies Program will be expected to participate responsibly in society. Responsible citizenship involves becoming knowledgeable, having purpose and making informed choices. A democratic society, such as Canada's, requires the understanding and the exercising of rights and responsibilities by individuals and groups.

To facilitate the development of responsible citizenship, *students will be expected to:*

- develop the knowledge, skills and attitudes required to make decisions for the benefit of themselves, Canadian society and citizens in the global community
- relate the home, community, workplace, province, country and world to the individual
- develop the ability to participate constructively in the democratic process
- respect the dignity and worth of self and others
- relate the world to community and individual employment opportunities
- apply critical and creative thinking skills, process skills and inquiry strategies to a variety of situations
- use participation and communication skills to enhance personal and interpersonal development and, thus, experience social acceptance
- recognize why laws are needed and how they are made
- develop an understanding that individuals have the power to use a variety of methods to influence political decisions
- recognize that there are many methods to resolve conflicts, such as compromise and cooperation

- develop positive attitudes toward lifelong learning and responsible citizenship.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for Social Studies 16 and Social Studies 26 in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

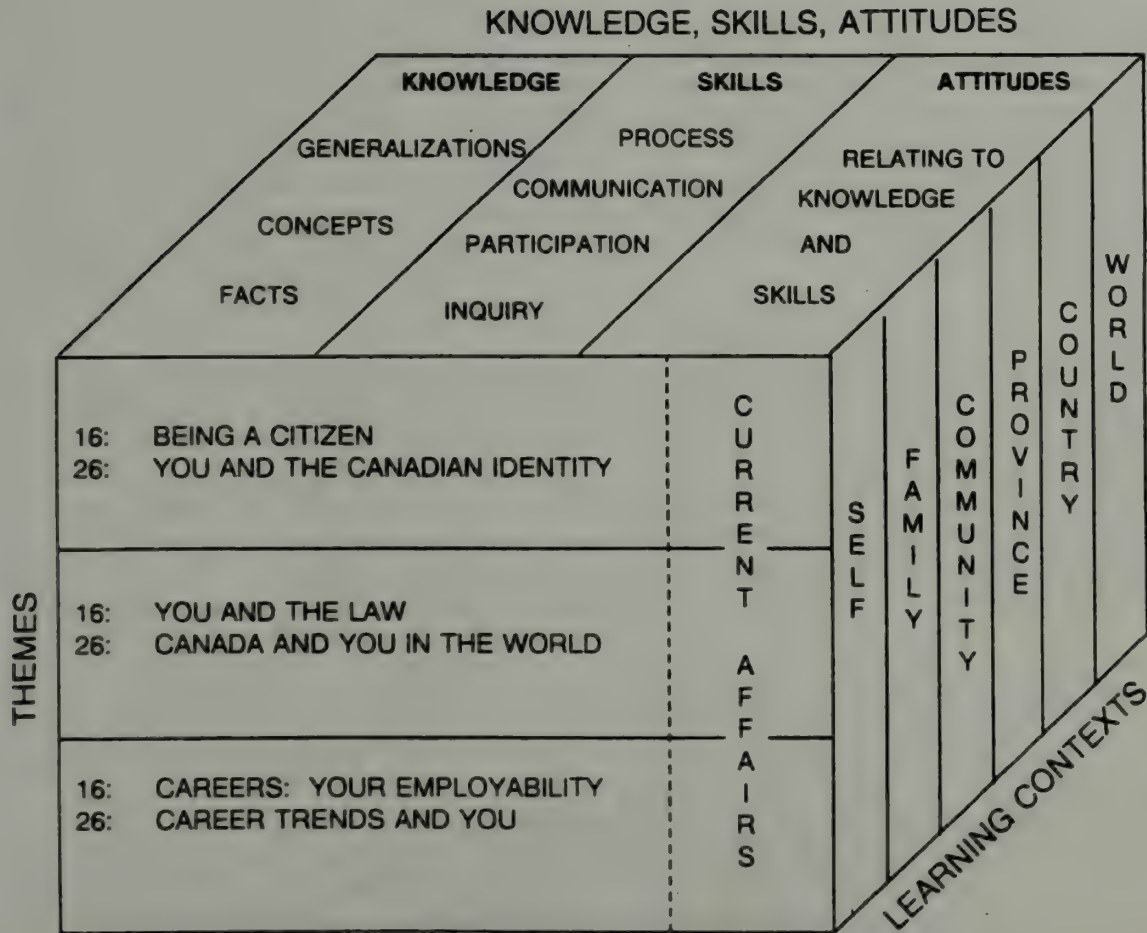
The Integrated Occupational Social Studies Program is a two-course sequence: Social Studies 16 and Social Studies 26. The framework for this program is illustrated in the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated social studies activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the social studies program are:

- knowledge, skills, attitudes
- learning contexts
- themes.

INTEGRATED OCCUPATIONAL SOCIAL STUDIES 16-26 PROGRAM



Knowledge, Skills and Attitudes

Knowledge, skills and attitudes reflect the prescribed learner expectations of the social studies program. The knowledge, skills and attitudes that are identified are appropriate for lifelong learning and are intended to foster responsible citizenship within the home, school, workplace, community, province, country and world.

Responsible citizenship involves becoming informed about the present and future by drawing on history and the social science disciplines. **Knowledge objectives** for social studies consider the history of our community, the growth of democratic society, an understanding of human nature, and changing social, political, technological and economic environments. Knowledge objectives are organized through generalizations and key understandings, concepts and facts. A generalization is a rule or principle that shows relationships among two or more concepts. A key understanding is a statement of a major understanding related to the content of the course. A concept is an idea or meaning represented by a word, term or other symbol that constitutes a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

Skill objectives are intended to provide opportunities for students to develop and apply process, communication and participation skills, as well as inquiry strategies. These skills and strategies are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

Process Skills - skills that help one acquire, evaluate and use information and ideas

Communication Skills - skills that help one express and present information and ideas

Participation Skills - skills that help one interact with others.

Inquiry Strategies - combinations of the aforementioned skills that help answer questions, solve problems and make decisions.

Attitude objectives describe ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

Learning Contexts

The value and meaning of learning increases when students understand the affect of course content on their personal lives. To enhance understanding, the contexts for instruction in social studies begin with self (i.e., the student's current knowledge and experience) and extend to situations within the family, community and province with which the student can readily identify. As students become comfortable with knowledge, skills and attitudes applied to these familiar contexts, instruction is then extended and applied to the less familiar contexts of country and world.

Learning begins with what the student currently knows, extends through the world as a whole and returns to the student to enhance relevancy.



Themes

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching. However, a thematic focus based on a topic, issue, problem or

concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional organization for the topic is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning.

The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously. Organizing for instruction using themes provides opportunities for students to apply inquiry strategies to solve problems and make decisions that relate to real issues affecting their lives.

Current affairs and up-to-date information are an integral part of the social studies program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be updated using current affairs. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyze and evaluate media information and sources, make decisions and participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore, issues and events should be carefully selected to enhance the objectives of the social studies program. In general, current affairs should be handled as inclusions in, and extensions of, curricular objectives and not as a separate topic isolated from the program.

CREDIT ALLOCATION

Social Studies 16 and 26 are each 3-credit courses. Time for each course is to be allocated at the discretion of the school or jurisdiction administration to reflect the needs of individual students.

Certificate of Achievement

In order to qualify for a Certificate of Achievement, a student is required to take a minimum of 27 credits in specified core courses and 40 credits in occupational courses throughout the senior high program. An additional 13 credits, for a total of 80 credits, are required to complete the Certificate of Achievement. Some or all of these unspecified credits may be obtained through completion of additional IOP courses.

COMMUNITY PARTNERSHIPS

The social studies program must enable students to recognize the relevance of social studies knowledge, skills and attitudes, critical/creative thinking skills and inquiry strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- knowledge, skills and attitudes in social studies have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective social studies skills be developed.

Community partnerships are community-based learning experiences that will foster an appreciation of social studies for its usefulness and relevance. Direct community involvement will assist students to transfer specific social studies knowledge, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate knowledge, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related knowledge, skills and attitudes

across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the required components of the Social Studies 16–26 courses. Elective learning objectives are identified in the program of studies/curriculum guide for each level of the program.

The learner expectations are designed to accommodate individual student's abilities and needs. Various activities are suggested to provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

Note: *Current affairs* and *geography* are to be included to enhance and extend the knowledge, skill and attitude objectives of the program.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning preference. The elective component of the social studies program provides opportunities for:

- remediation and/or reinforcement of knowledge, skills and attitudes within the required component
- extension and enrichment of the required component, by introducing additional knowledge, skills and attitudes considered appropriate to individual interests and needs.

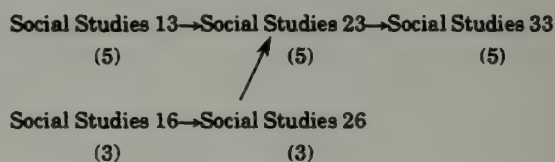
The instructional time for each social studies course should be apportioned:

- 80% Required
- 20% Elective.

PROGRAM SEQUENCES AND TRANSFER POINTS

To obtain a Certificate of Achievement, students must acquire a minimum of 6 credits in social studies. The Social Studies 16–26 sequence will enable students to earn the required credits.

Program sequence, credits and a recommended transfer point are illustrated below.



Students who transfer to the regular program must acquire a minimum of 15 credits in social studies (including Social Studies 33) in order to obtain a General High School Diploma.

Additional information about transfer routes is provided in the current *Guide to Education: Senior High School Handbook*.

SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for Social Studies 16 and Social Studies 26 courses are provided on the following pages. The learner expectations comprise the required component of each course.

Each page contains the following:

- **Knowledge objectives.** Teachers should work toward student understanding of the generalizations, key understandings, concepts, and related facts and content throughout the entire senior high experience.
- **Skill objectives.** The skills are related to the knowledge objectives and should be developed within meaningful contexts.
- **Attitude objectives.** Knowledge, skill and attitude objectives should be addressed concurrently.

Note: In cases where specific learner expectations repeat across levels, it is expected that teachers will help students increase in proficiency from level to level.

A primary goal of the Integrated Occupational Social Studies Program is responsible citizenship. Social studies learning is a developmental process during which knowledge, skills and related attitudes are refined and expanded over time, in various contexts.

Integration

In order to provide a clear statement of what students are expected to learn about each theme, the content has been organized into attitude, knowledge and skill objectives. Social studies skills and related knowledge and attitudes are interdependent; therefore, learner expectations are to be incorporated into an organizational model. Sample instructional activities are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion.

Critical and creative thinking skills are integrated within the learner expectations to enhance student ability to process information, solve problems and make decisions.

Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

Sequence

Students differ in the ways and rates at which they acquire knowledge, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and focus on needs. It is intended that skills and related knowledge and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Successful sequencing involves matching learning tasks in context with

individual student's needs, interests, learning preferences and maturity level. The sequence should begin with the identification of the student's current performance and knowledge, lead to the diagnosis of problem areas and focus on promoting growth in social studies.

Additional information about integrating and sequencing is available in the program of studies/curriculum guide and corresponding teacher resource manual for each course.

A: Being a Citizen

Students will examine the decision-making strategies used by themselves, their peers and their family members. They will then compare familiar strategies with decision-making models used by the various levels of government in Canada. Students will also explore methods of becoming participants in the decision-making processes of government.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to:

- develop an appreciation of the need for discussion, cooperation and compromise to resolve conflicts and make decisions
- value peaceful resolution of conflict

- respect the rights of others to have political views and opinions different from one's own
- develop an appreciation of the fact that citizenship involves awareness of and participation in the community, province, nation and world.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● politics are a feature of everyday life ● there are a variety of means used to resolve disagreements in a democratic society 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>decision-making organization</p> <p>conflict cooperation justice</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Examples of consensus, arbitration, negotiation, appeals and compromise related to:</p> <ul style="list-style-type: none"> ● personal decision-making strategies used at home, at school, in the workplace and in the community ● decision-making strategies used by family members, friends, teachers, employers ● decision-making strategies used by familiar organizations: <ul style="list-style-type: none"> - students' union - workplace - school, school board - municipal government.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<ul style="list-style-type: none"> the formal structure of the Canadian government contributes to the decision-making process in Canada 	<p>democracy responsible government federal system party system rule of law</p>	<p>Levels of government and major responsibilities:</p> <ul style="list-style-type: none"> federal provincial municipal. <p>History as it relates to the development of decision-making processes in Canada, which may include:</p> <ul style="list-style-type: none"> constitutional monarchy representative/responsible government significant individuals and groups. <p>Branches of government:</p> <ul style="list-style-type: none"> executive legislative judicial. <p>Process of passing a bill, using a recent or current example.</p> <p>Major political parties:</p> <ul style="list-style-type: none"> New Democratic Party Liberal Party Progressive Conservative Party.
<ul style="list-style-type: none"> citizens can be involved and participate in society there are many ways to participate in and influence the political decision-making process in Canada 	<p>participatory citizenship</p> <p>power influence</p>	<p>Examples of community participation opportunities:</p> <ul style="list-style-type: none"> volunteerism Crime Stoppers Rural/Neighbourhood Crime Watch Block Parent Associations service groups/organizations.
<ul style="list-style-type: none"> one can better understand Canadian politics and government by studying current affairs. 		<p>Examples of citizen input/influence:</p> <ul style="list-style-type: none"> individual/special interest group lobbying through letters, telephone calls, demonstrations, petitions plebiscites. <p>Role of media in influencing individual/government decision-making processes.</p>

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- gather, identify and use relevant information from print and non-print sources
- distinguish between fact and opinion.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- discuss issues by identifying key points and supporting details
- convey information and express ideas using a visual format.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings
- participate in group decision-making and problem-solving activities.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- further develop the critical and creative thinking skills required to analyze a variety of problem-solving and decision-making strategies.

B: You and the Law

Students will examine how laws are made, and the rights and responsibilities of individuals and groups in the contexts of relevant and specific laws.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to:

- develop an appreciation of the responsibilities inherent in the democratic way of life

- develop a willingness to accept responsibility for the consequences of one's actions
- develop an appreciation of and a respect for the rights of self and others.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● citizenship in a democratic society is based upon individuals and groups recognizing and exercising rights and responsibilities ● laws of a country relate to the needs, rights and responsibilities of individuals and society ● rights and responsibilities continue to change, and specific rights and responsibilities are associated with aspects of Canadian society, such as marriage, divorce, contracts 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>responsibilities rights discrimination prejudice tolerance</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Examples of familiar laws and regulations associated with school, workplace and community, such as traffic laws, illegal substance laws, laws associated with discrimination at the workplace; regulations at the workplace dealing with hours, wages, safety standards, etc.</p> <p>Define/distinguish among laws, regulations and privileges.</p> <p>Relevant sections of/or information related to:</p> <ul style="list-style-type: none"> ● <i>Canadian Charter of Rights and Freedoms</i> ● <i>Individual's Rights Protection Act</i> ● <i>Alberta Human Rights Commission</i> ● legal system.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<ul style="list-style-type: none"> ● current affairs presented in the media may provide insight into the rights, responsibilities and privileges of self and others. 		<p>Human rights organizations in the community.</p> <p>Case study using a current/recent issue about one of the following:</p> <ul style="list-style-type: none"> ● children's rights ● disabled persons' rights ● cultural minority rights ● aboriginal rights ● women's rights ● language rights.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- gather, identify and use relevant information from various sources
- analyze and evaluate a variety of solutions to a problem
- organize information/material in preparation for a specific task.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- speak effectively when presenting a point of view.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models.

C: Careers: Your Employability

Students will explore the knowledge, skills and attitudes required for jobs of interest to them, and relate these to personal attributes. Rights and responsibilities of employers and employees will also be examined.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to:

- appreciate the contribution and value of work to self and society
- develop a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth

- appreciate the quality of performance and products of self and others
- continue to develop an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● a positive, realistic self-image will contribute to employment success ● learning is a lifelong process and may involve on-site training, upgrading and retraining using personal/ community resources; and that knowledge, skills and attitudes learned in school can be transferred and applied to the working world ● there are personal and social benefits of employment 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>employability upgrading retraining jobs careers unions personal economics</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Personal knowledge, skills and attitudes suitable for employment.</p> <p>Knowledge, skills and attitudes required for specific employment opportunities within the community, province and country.</p> <p>Community employment opportunities within the eight clusters of the IOP occupational component.</p> <p>Continuing education opportunities in the community and at the workplace.</p>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<ul style="list-style-type: none"> ● effective management of one's earnings may contribute to quality of life ● employment patterns continue to change due to a variety of circumstances ● becoming increasingly aware of current affairs can help prepare individuals to select employment/career opportunities ● rights, responsibilities and laws relate to the workplace, employees and employers. 		<p>Information about:</p> <ul style="list-style-type: none"> ● laws in the workplace ● rights of employees/employers; e.g., unions ● responsibilities of employees/employers. <p>Community employment information sources:</p> <ul style="list-style-type: none"> ● Workers' Compensation Board ● Alberta career centres ● community colleges ● print/non-print media ● others.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- organize information and materials in preparation for a specific task.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- complete a short, written assignment individually or in a group.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- use existing or self-generated models to make decisions, consider alternatives and support their choices.

SOCIAL STUDIES 26

A: You and the Canadian Identity

The value and meaning of learning increases when students understand the affect of course content on their personal lives. The contexts for instruction in social studies begin with knowledge and experiences with which the student can readily identify, and extend to unfamiliar contexts as students gain understanding.

The generalizations, key understandings and concepts addressed in this section of the Social Studies 26 program may be difficult for some students. Teachers are encouraged to identify and build upon what the student knows.

Teachers may initiate understanding about the Canadian identity by providing opportunities for students to examine their personal identity and the factors that contribute to it, such as family, friends, activities, music, value systems, community organizations and institutions. For example, the concept of diversity may be addressed by organizing for instruction in such a way that students will use critical and creative thinking skills to examine:

- the diversity of the students in the classroom or school
- the differences among various classrooms, such as the science lab and the library
- the different businesses and industries in the community
- the numerous resources in the immediate community compared with a neighbouring community.

Provide opportunities for students to generate and respond to questions throughout this thematic unit that will:

- enhance student understanding
- indicate level of understanding
- focus attention on the learning objectives.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to develop:

- appreciation of the need for discussion, cooperation and compromise to resolve conflicts, make decisions and solve problems
- respect for the rights of others to express alternative points of view
- respect for and appreciation of the uniqueness of Canada

- respect for the many cultural groups in Canada
- openness to new ideas and opinions about the nature of Canadian society
- sensitivity to what being Canadian means to people in various regions of Canada.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● Canada is a community with diverse social, cultural and economic dimensions ● social, cultural and economic factors foster a sense of Canadian community ● the Canadian identity is shaped by a variety of factors arising from geography and history 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>pluralism diversity regionalism population distribution disparity</p> <p>unity community interdependence compromise equalization multiculturalism bilingualism</p> <p>cultural mosaic identity</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Identify various cultural, ethnic, economic and religious groups, and relate these groups to the pluralistic nature of Canada.</p> <p>Examine the geography of Canada, and relate geography to Canadian diversity and regionalism:</p> <ul style="list-style-type: none"> ● resource and industry distribution ● population distribution. <p>Briefly review history of Canada and relate history to Canadian diversity and regionalism.</p> <p>Identify socioeconomic indicators that illustrate disparity, and relate these to familiar communities:</p> <ul style="list-style-type: none"> ● unemployment rates ● educational and training levels ● per capita income ● cost/standard of living. <p>Select and examine institutions and service systems that contribute to national unity:</p> <ul style="list-style-type: none"> ● transportation ● medicare ● communication ● education ● government ● leisure, such as sports, music, art. <p>Examine a variety of factors that relate to Canadian identity:</p> <ul style="list-style-type: none"> ● national symbols ● values ● personal and other perceptions of Canada ● Canadian family tree: <ul style="list-style-type: none"> - first peoples - French and English - other cultural groups ● population distribution by cultural background.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<ul style="list-style-type: none"> ● community, provincial and national identity influence personal identity ● an individual's cultural identity is influenced by interaction with others. 	<p>personal identity</p> <p>cultural identity</p>	<p>Examine one's interaction with others to understand their influence on personal identity:</p> <ul style="list-style-type: none"> ● family, school, community groups and activities ● majority/minority groups ● leisure activities and personal interests ● personal history.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- select appropriate sources of information on an issue or problem
- gather, identify, organize and use relevant information from print and non-print sources
- distinguish between fact and opinion.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- discuss issues by identifying key points and supporting details
- express and defend ideas in oral and written form
- convey information and express ideas, using a visual format.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- apply critical and creative thinking skills when solving problems and making decisions
- evaluate the effect of a particular decision made by the government.

B: Canada and You in the World

The generalizations, key understandings and concepts addressed in this section of the Social Studies 26 program may be difficult for some students. Teachers are encouraged to identify what the student knows, and relate the knowledge objectives to previous knowledge.

Students will develop an understanding of generalizations, key understandings and concepts as they relate to familiar experiences and knowledge; e.g., the concept of sovereignty may be addressed by organizing for instruction in such a way that students will use critical and creative thinking to examine:

- current personal and family decision-making processes; e.g., independent decisions the student can make, such as hairstyle, clothing selection, peer group
- changes that have occurred and may occur in the personal and family decision-making processes, and reasons why these changes have or may take place.

Provide opportunities for students to generate and respond to questions throughout this thematic unit that will:

- enhance student understanding
- indicate level of understanding
- focus attention on the learning objectives.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to develop:

- preference for peaceful resolution of conflict in personal relations and in society as a whole
- appreciation of Canada's role as a nation in an interdependent world
- appreciation of our evolving Canadian heritage
- continuing interest in national, political, social and cultural affairs in Canada.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● Canada has evolved as a nation ● Canadian security has been achieved and is maintained through alliances, agreements and independent actions ● Canada works cooperatively and collectively with other nations, and within world agencies and organizations ● Canada's interactions with other countries and world organizations influence the way Canadians feel about themselves. 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>independence sovereignty</p> <p>alliances</p> <p>internationalism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Review key historical events that contributed to Canada's development as a sovereign nation, such as:</p> <ul style="list-style-type: none"> ● <i>BNA Act, 1867</i> ● <i>Constitution Act, 1982.</i> <p>Explain economic and cultural sovereignty, using a specific example, such as:</p> <ul style="list-style-type: none"> ● foreign investment ● free trade. ● control of surrounding waters ● acid rain or other pollution issues ● Arctic/Native sovereignty ● media ● recreation, music, language. <p>Briefly examine historical and current military involvements, such as:</p> <ul style="list-style-type: none"> ● Canada in the British Empire ● NATO ● NORAD ● entering WWII ● Middle East conflict. <p>Select and examine examples of Canada's international involvements, such as:</p> <ul style="list-style-type: none"> ● United Nations ● foreign aid programs ● Commonwealth ● sports ● communication ● science and technology.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- identify bias in various sources
- analyze and evaluate a variety of solutions to a problem
- compare a variety of viewpoints on issues
- organize information/material in preparation for a specific task.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- discuss and defend a point of view
- report on research results.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in proposing and discussing alternative solutions to issues or problems
- work at individual tasks in a group situation.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- examine and consider alternatives before making a decision
- assess the consequences of taking a particular course of action
- use appropriate inquiry models to answer questions, solve problems and resolve issues.

C: Career Trends and You

Students will develop an understanding of generalizations, key understandings and concepts as they relate to familiar experiences and knowledge, in particular, the workplace. Students will be expected to apply the knowledge, skills and attitudes developed at one work site to unfamiliar workplace situations.

Provide opportunities for students to generate and respond to questions throughout this thematic unit that will:

- enhance student understanding
- indicate level of understanding
- focus attention on the learning objectives.

SPECIFIC LEARNER EXPECTATIONS

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another and toward being an employee and an employer. Learning should take place in an atmosphere of free and open inquiry.

Students should be encouraged to develop:

- a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth
- appreciation for the quality of performance and products of self and others
- willingness to accept responsibility for the consequences of one's actions
- appreciation for enhancing knowledge, skills and attitudes to meet employment and self-employment requirements in our changing society.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● cultural, social and economic factors influence employment opportunities ● national and global events may influence community employment opportunities ● community partnerships prepare one for future employment or self-employment. 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>career trends primary, secondary and tertiary industries quality of life</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Examine employment opportunities available in the community, province and country.</p> <p>Relate cultural, social and economic factors to employment opportunities:</p> <ul style="list-style-type: none"> ● resource distribution ● population distribution ● industry distribution. <p>Relate community partnership experiences to personal, community, provincial and national needs.</p> <p>Examine community partnership sites, goals, values and quality of life.</p>

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated and often developed together. The following skills are to be addressed in this section; however, these skills may be interchanged with those listed in other sections. Skills should be integrated with the knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- select appropriate sources of employment and self-employment information
- organize and use information from a variety of sources.

Communication skills help one express and present information and ideas. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- report on research results.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- consider alternatives, make decisions and support their choices.

LANGUAGE ARTS

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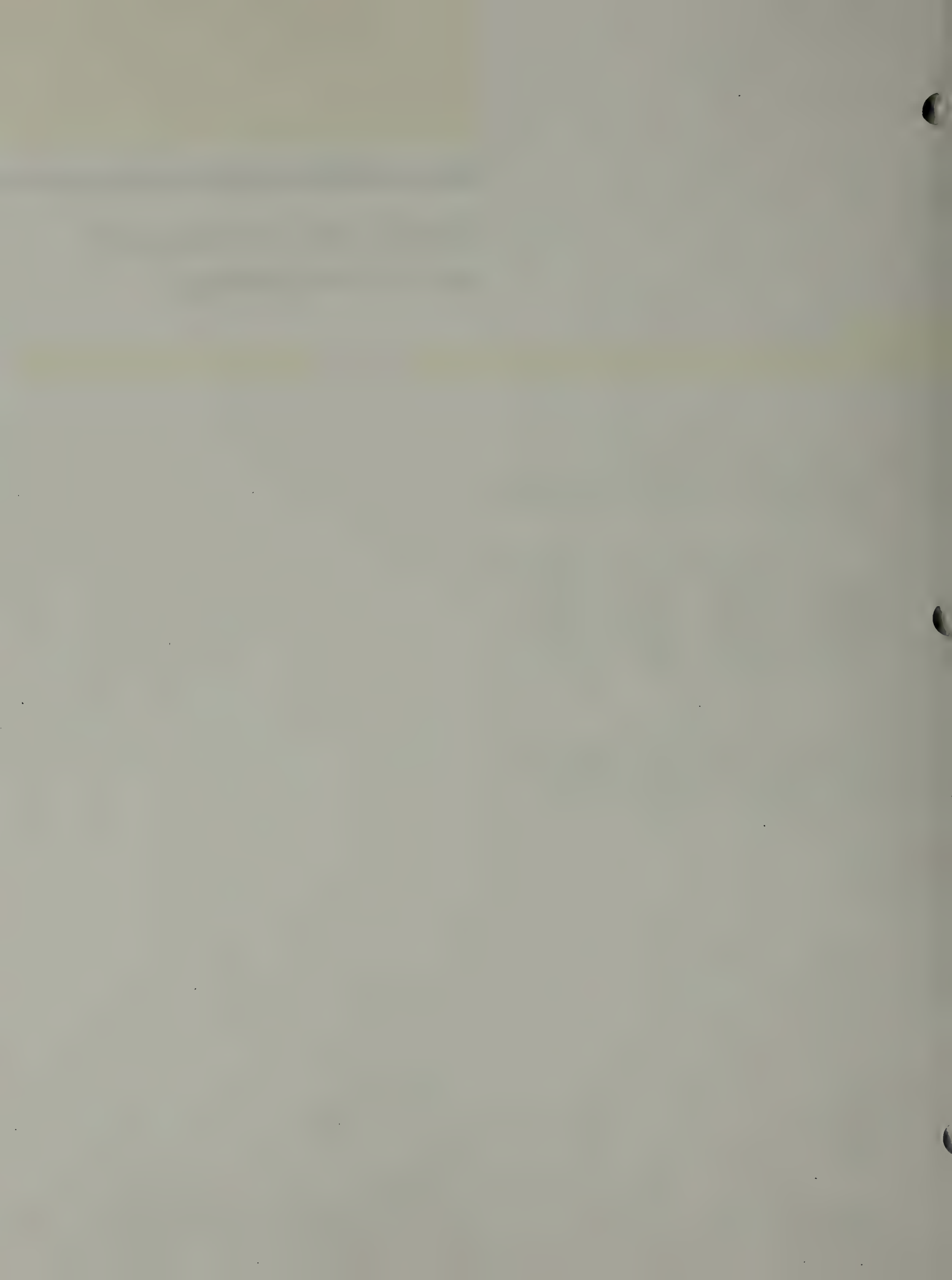
Ukrainian Language Arts [ECS – Grade 12]

ENGLISH LANGUAGE ARTS PROGRAM

Program validation and implementation of the new senior high school English language arts program are as follows:

	Grade 10	Grade 11	Grade 12
Program Validation (Piloting)	September 2000 to June 2001	September 2001 to June 2002	September 2002 to June 2003
Provincial Implementation	September 2001	September 2002	September 2003

The draft program of studies can be viewed and downloaded at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12, Curriculum, Curriculum by Subject, English Language Arts.



ENGLISH LANGUAGE ARTS

THE PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS PROGRAM

Grades 1-12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications that provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.

- Language instruction should involve students in activities that focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development, and to mediate thought processes.

- Language learning activities provided in the classroom should be organized for a balance that reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his or her own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate logic and clarity with increasing maturity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.

- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging those previously acquired. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.
- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others, and to build up an objective view of reality.

- At all levels of schooling, classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.

GOALS OF LANGUAGE ARTS FOR GRADES 1-12

Language is a social behaviour. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasurable situations with the aim:

- to develop awareness of and interest in how language works
- to develop an understanding and appreciation of a wide range of language use
- to develop flexibility in using language for a variety of purposes.

GENERAL LANGUAGE ARTS OBJECTIVES FOR GRADES 1-12

The program objectives for the language arts for Grades 1-12 arise out of the Goals of Basic Education and the goals for the language arts program for Grades 1-12. Although the objectives are applicable at all levels, the emphases may vary from level to level or from grade to grade. Through developing skills in listening, speaking, reading, writing, viewing and other related language abilities the program should assist students to grow in their knowledge of language, to appreciate its value in their lives, and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language.

1. Production and reception of sounds and printed words.

This objective refers to the ability of students to hear and produce the sounds in words and to recognize and write words. It represents the phonics component of the objectives. Together with the next objective, it suggests that relationships between sounds and printed sentences are made in the context of the full meaning of individual sentences and large pieces of writing. These two objectives underscore the need for developing in students a "sense" or a "feeling" for what sentences and stories are.

2. Relationships between the flow of words in speech and the arrangement of words on the printed page.

This objective deals with the development by students of an ability to recognize that lines of print are given meaning by the reader or the listener, and that pitch, pause and juncture in speech are related to the ways words are arranged and punctuated in print. In addition, there is an important implication here that writing and reading are skills to be dealt with together — to be integrated.

3. Use of language to talk about language.

This objective is concerned with the introduction and extension of a useful vocabulary that will enable students to discuss their own writing and the writing of others. In elementary grades, for example, words like "sentence", "period" and "capital letter" are useful. In secondary grades, terms such as "subject", "agreement", "image", "symbol" and "metaphor" are appropriate. The emphasis here is on the immediate and continuing usefulness of such terms in classroom discussions of language.

4. Order and form of words as signals to meaning.

This objective refers to the study of syntax and emphasizes the importance of the English language cueing system in learning to write and read. It points out that the positions of words in sentences signal meaning. For example, the word "the" is always followed by a noun. Our usual sentence arrangement is "subject — verb — object." Word endings such as "-ly", "-ing", or "-ed" are, in the context of sentences, cues to meaning.

5. Relationship between diversity and subtlety of word meanings and the total meaning of a communication.

This objective deals with semantics, the relationship between meaning and word choice. Activities that promote vocabulary development are appropriate. Word banks,

displays of words about the classroom, the development of individual dictionaries, and the use of dictionaries and thesauri are important.

6. Relationship between the manner in which ideas are organized and presented and the total meaning of a communication.

This objective refers to style, whether in speech or in written prose and poetry.

Literary presentations suit some kinds of ideas; exposition or narration suit others. Some ideas are presented through a combination of these forms. Thus, the objective is concerned with the full, interrelated meaning of the information carried and the feeling expressed in a communication. Meaning and feeling are affected by the style and the organization of the presentation.

7. Extension and enrichment of meaning through non-verbal communication.

This objective is concerned with non-verbal communication as it contributes to the meaning of English language utterances. Hence, it includes facial and body movements that accompany speech, as well as pictures, music or other sounds that accompany and extend the meaning of both spoken and written expression.

8. Language variation according to audience, purpose, situation, culture and society.

This objective refers to the ways in which communication acts relate to the circumstances in which they are used. It implies that writers, readers, listeners and speakers generate and interpret communication acts on the basis of their own experiences. It also suggests that writers and speakers need audiences, purposes and situations that are clearly defined when, in classroom exercises, they are asked to speak or to write. Objectives 6, 7 and 8 emphasize the crucial importance of knowing how and when to use language appropriately, rather than "correctly", and suggest that social penalties may result from being unable to do so.

9. Immediate language variation in sensitive response to audience reaction.

This objective builds on the previous four objectives and underscores the importance of the ability to adjust communication acts in accordance with the reactions of audiences. Thus, students should develop the ability to change the form or tone of a message they are attempting to communicate if audience reaction signals that it is beneficial to their purpose to do so.

10. Language is a dynamic system that records, reflects and affects cultures.

This objective emphasizes a number of linguistic factors, among which are these:

- sensitivity to language change
- acknowledgement of the importance of literature to a culture
- sensitivity to the ways in which various cultures affect change in the English language
- acknowledgement that the English language and its structures strongly affect and maintain our culture.

11. Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered.

This objective refers to the use of language to find out about the world and those who live in it. As in the other objectives, discussion, reading, writing, viewing and listening are all involved in language as it operates as our basic vehicle for thought. This has relevance to the concept of thought levels and argues that attention be paid to inferential, appreciative and applicational levels of thought and comprehension.

12. Role of language in increasing understanding of self and others.

This objective emphasizes the roles of literature, writing and discussion as ways for understanding others and ourselves. It is particularly important to the fulfillment

of this objective that writing and discussion be looked upon as ways of organizing and explaining our own thoughts and feelings to ourselves. This objective suggests that various grouping procedures be used to facilitate discussion.

13. Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure.
14. Relationship of language to other forms of artistic expression.

Objectives 13 and 14 emphasize the appreciation of artistic, carefully presented written and spoken communication and suggest the study of figurative language and the use of multisensory approaches. These objectives recognize the importance of relating form and feeling in all artistic expression. These two objectives stress, as well, the ways in which various artistic forms of expression seek to deal with feelings and values and, in general, with what it is to be a human being.

STATEMENT OF CONTENT

ENGLISH 10-20-30 AND 13-23-33

The following pages outline the content for the Senior High Language Arts Program (English 10-20-30 and 13-23-33). It is intended that teachers make minor adjustments to these statements to meet the needs of students.

Each page is arranged as follows:

1	2	3	4
Concepts for Senior High	Grade 10 Skills	Grade 11 Skills	Grade 12 Skills

COLUMN 1: contains concepts for the whole senior high program. Teachers should work toward the understanding of these concepts throughout the whole senior high experience.

COLUMN 2: includes skills to be developed in Grade 10. These skills are related to the concept immediately to the left, in Column 1. Both concepts and skill(s) should be developed together.

COLUMN 3: includes skills to be developed in Grade 11. These skills are also related to the concepts to the left, in the same row. It is expected that the level of understanding of the concepts and the level of skill development will expand or extend ability that has been developed in previous grade(s).

COLUMN 4: includes skills to be developed in Grade 12. Similar relationships and expectations exist here, as in Grade 11.

NOTE: In cases where the skill(s) have been extended across three columns, it is expected that teachers will help students increase in proficiency from grade to grade, even though varying levels of proficiency have not been specified.

INTEGRATION

In identifying content for the senior high language arts, an attempt has been made to make statements in the areas of listening, speaking, reading/literature, writing and viewing. Although these skills and concepts are listed separately, it is expected that teachers will make every attempt to teach them in an integrated fashion so that the interrelationship between and among these skills will be understood and applied by students. Further information on integration is available in the *Senior High School Language Arts Curriculum Guide*, 1982.

SEQUENCE

It is not intended that teachers start at the beginning of the Statement of Content and teach all concepts and skills in the order in which they are presented here. Rather, concepts and/or skills may be grouped in various ways to support the approach to teaching adopted by the teacher.

STATEMENT OF CONTENT: ENGLISH 10-20-30

WRITING

Concepts

Skills 10

Skills 20

Skills 30

- | | <i>Students should be able to:</i> | <i>Students should be able to:</i> | <i>Students should be able to:</i> |
|---|---|---|---|
| 1. Appropriate prewriting strategies can assist a writer in discovering and expressing meaning. | <ul style="list-style-type: none">- use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing- identify and limit a topic with some assistance from class discussion or teacher suggestion, and select material appropriate to their subject, purpose and audience from ideas generated during prewriting activities | <ul style="list-style-type: none">- establish an appropriately limited topic, select material appropriate to their subject, purpose and audience from ideas generated during prewriting, and supplement it where necessary with additional material | <ul style="list-style-type: none">- recognize the value of drawing upon personal and vicarious experience in producing an individual approach to a composition- plan their composition, and allow for discovery of meaning as they write |

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

Students should be able to:

2. Appropriate organization and development of meaning are essential qualities of written composition.

- write an introduction that leads the reader directly to the topic

- write an introduction that engages the interest and focuses the thoughts of the reader, and establishes the mood and tone of the composition

- state a thesis clearly, when appropriate, and limit the content of the composition to pertinent material

- achieve unity of thought and purpose through using an expressly stated thesis, when appropriate

- demonstrate awareness of the importance of developing ideas rather than simply stating them

- choose a method of development suitable for a particular purpose and audience

- use a variety of methods of development and, when appropriate, incorporate research material smoothly and effectively into the composition

- use various methods of development such as reasons, examples, descriptive details and illustrations

- use methods of development such as inductive and deductive reasoning, analogy, definition and dialogue

- demonstrate the ability to organize their thoughts coherently

- compose a suitable ending

- write a conclusion that follows the train of thought established

- demonstrate the ability to trace a coherent thought pattern to a suitable conclusion

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

3. Effective revision involves careful evaluation of ideas and a further shaping of the composition.
 - review assignments and compositions carefully to assure that all instructions have been followed
 - identify and improve the expression of ideas not adequately developed, and eliminate extraneous material
 - evaluate the ideas included in terms of their appropriateness to the subject, audience and purpose
 - recognize and improve areas of weakness resulting from faulty reasoning, inappropriate emphasis, or inadequate explanation, support or development
 - revise, where appropriate, their word choice and sentence structure
 - examine the precision of diction, the variety of sentence structure, the effectiveness of stylistic choices, and the level of formality of language used, and revise where appropriate
 - proofread for errors in grammar, usage, punctuation and spelling
 - prepare a final draft, carefully edited and proofread, with a suitable title, footnotes and bibliography, where appropriate
4. A writer's ideas and experiences can be presented through various modes of discourse.
 - use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify their thoughts and feelings, and to develop ideas for other types of writing
 - share some of their thoughts or feelings through shaped and polished writing, such as personal essays, short stories or poems
 - use clear, functional prose when their purpose is utilitarian, such as when writing a report or a literary criticism

WRITING (continued)

Skills 30

Skills 20

Skills 10

Concepts

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
5. Writers should use an appropriate prose form for their intentions.	<ul style="list-style-type: none">- write a convincing argument in support of a clearly defined position- report on an activity or subject within their own experience on which they have done some research- narrate events clearly arranging them in chronological order and maintaining point of view	<ul style="list-style-type: none">- write a short research paper on an assigned topic or a topic of their own choosing- write social and business letters in language appropriate to the purpose and audience- use narration and description effectively to fulfill their purpose- present their point of view in a personal or reflective essay	<ul style="list-style-type: none">- present a convincing argument through logical thought and persuasive language- present their point of view in a literary essay which, where appropriate, smoothly and effectively incorporates the results of their research- produce a complete, useful résumé and covering letter

READING/LITERATURE

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

Students should be able to:

- | | | |
|--|---|---|
| 6. Reading is a process that demands active involvement of the reader. | - respond to the material that they read with increasing sensitivity, thoughtfulness, articulateness and self-reliance | - understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation |
| 7. The study of literature can fulfill a variety of goals for the individual. | - understand that reading literature can increase enjoyment, knowledge and appreciation of literature; develop understanding of themselves and others; and broaden their knowledge of their cultural heritage | |
| 8. Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination. | - read literature for the enjoyment and stimulation of the imagination it provides, as well as for an understanding of its content and emotional appeal | - read literature for enjoyment, understanding and appreciation of its literary and social value |
| 9. Human experiences and values can be explored through literature. | - expand experience vicariously | - become aware of some of the variety, origins, conflicts and trends in human values |
| | - relate literary experience to personal experience | - appraise the values expressed in a literary selection through literature |
| | - examine values expressed through literature | - relate personal and societal values to values expressed through literature |

READING/LITERATURE (continued)

Concepts

Skills 10

Skills 20

Skills 30

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
10. Comprehension of meaning in literature may require understanding the author's purpose, making inferences, understanding allusions and symbols.	<ul style="list-style-type: none"> - identify the author's purpose for writing - recognize implications and identify readily the more subtle inferences in their reading - differentiate between literal and figurative statements - recognize common allusions and discuss their significance in context 	<ul style="list-style-type: none"> - differentiate between escapist and interpretive literature 	<ul style="list-style-type: none"> - evaluate the extent to which a specific piece of writing achieves its purpose
	<ul style="list-style-type: none"> - understand the use of symbols to express abstract ideas in concrete terms, recognize the common use of symbols in their own language and everyday life, recognize common literary symbols 	<ul style="list-style-type: none"> - recognize the possibility of a symbolic meaning for a prominent object in a literary work 	<ul style="list-style-type: none"> - demonstrate an increased ability to interpret symbols and symbolic patterns in literature
	<ul style="list-style-type: none"> - understand the concept of theme, and identify theme(s) in a literary selection 	<ul style="list-style-type: none"> - state a theme clearly, taking into account the milieu from which it arose 	<ul style="list-style-type: none"> - understand the themes in literary works and evaluate their validity in terms of milieu, and in relation to life in general and to the students' own experience

Concepts

Skills 10

Skills 20

Skills 30

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
11. An informed critical response requires an understanding of literary form, structure and style.	<ul style="list-style-type: none"> - understand the characteristic differences between prose and poetry; non-fiction and fiction; between materials designed for silent and oral reading and oral-visual presentation - discuss the structure of the plot of a short story, novel, drama or narrative poem, using appropriate terminology 	<ul style="list-style-type: none"> - relate the structure of a work to the author's purpose and theme - discuss the organization of a personal or an informational essay, and comment on the way in which it contributes to the total effect of the essay 	<ul style="list-style-type: none"> - evaluate how content, emphasis, imagery and organization are influenced by the writer's choice of literary form - understand the concept of artistic unity, and should appreciate the way in which a good writer's form and ideas are shaped into an artistic unit
	<ul style="list-style-type: none"> - understand the basic concepts of poetic form - recognize some stylistic devices used in literature, such as imagery - recognize the point of view in literary selections that they read 	<ul style="list-style-type: none"> - demonstrate an understanding of the manner in which the author uses figurative and stylistic devices to achieve his or her purpose - understand the concepts of mood and tone, and be able to discuss how point of view, mood and tone contribute to the effect of a piece of literature 	<ul style="list-style-type: none"> - identify the effect created by the author's style, and examine the methods by which it is achieved
	<ul style="list-style-type: none"> - understand the concepts of satire and irony, and the techniques of humour 		

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

Students should be able to:

- judge the quality of characterization
- evaluate the author's approach to characterizing, and the consistency and plausibility of the characters

- recognize direct and indirect characterization
- identify the influence of psychological and social pressures upon behaviour of characters

- use precise diction to describe characters
- infer the motive for a character's behaviour and judge the plausibility of character change

12. Understanding and appreciating literature is enhanced by the ability to interpret character and to recognize effective characterization.

- assess the effect of the setting on the action and characters and the effect of the social and temporal milieu from which the literature comes

- consider the temporal and physical setting in interpreting the action of a narrative

13. The significance of the action in a piece of literature is affected by the temporal and social milieu in which it was produced, and in which it is set.

- demonstrate some understanding of their literary heritage through the study of some authors and works; emphasis should be on examination of individual pieces of literature rather than on the work of individual authors or historical periods

- be acquainted with the works of some major Canadian authors

14. In order to appreciate English literature, and develop an awareness of their literary heritage, students should have acquaintance with some authors who have contributed to that heritage.

Concepts

Skills 10

Skills 20

Skills 30

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
<p>15. Effective readers are able to select and use reading strategies appropriate to their purpose in reading for enjoyment, information or literary appreciation.</p>	<ul style="list-style-type: none"> - recognize that both reading rate and comprehension may be increased through the application of good reading techniques, such as reading in large thought units and making effective use of contextual clues, and that comprehension must not be sacrificed for speed - recognize that reading rate should vary depending on purpose and material, and be able to use a reading rate appropriate to the purpose and complexity of the material - use skimming as a rapid reading technique, and use scanning as a process for locating information quickly - recognize that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used - locate required information in the school library, using a variety of standard sources 	<ul style="list-style-type: none"> - demonstrate increased ability to skim and scan for required information - know and use, in appropriate circumstances, a method of reading, such as the SQ3R, for study purposes - show increased independence in locating required information in the school and public libraries 	<ul style="list-style-type: none"> - demonstrate increased ability in using intensive reading skills effectively

VIEWING

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

Students should be able to:

16. Appreciation and understanding of a visual message requires an understanding of purpose.

- identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced

17. Elements in and structure of the image strongly influence the total effect of the communication.

- relate the elements of the image to the purpose and message of the image

- recognize how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences

- appreciate effects of editing, such as biasing content, and enhancing mood or theme

18. Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.

- discuss the relationships among sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines, especially advertising and cartoons

- discuss the artistic unity resulting from combined visual effects, sound effects, and language in a mixed-media presentation, television production or film

19. The viewer must evaluate the apparent reality created in media products.

- analyze propaganda and advertising techniques used in viewed messages

- analyze and evaluate the extent to which manipulative devices are used in the material they encounter in their daily lives

- evaluate the aura of reality created in visual messages, especially propaganda

Concepts

Skills 10

Skills 20

Skills 30

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
20. Visual communication is similar in many ways to verbal forms of communication.	<ul style="list-style-type: none"> - discuss relationships among feature films, TV movies, novels and plays or among short films, short stories, one-act plays and poetry 	<ul style="list-style-type: none"> - recognize that visual messages may employ imagery, mood, irony, satire, tone, symbolism, humour, structure and pace 	<ul style="list-style-type: none"> - appreciate that visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer, and relate this knowledge to the use in literature of such stylistic devices as sensory impression, diction and rhythm - evaluate the stylistic features of a visual message

LISTENING

Concepts

Skills 10

Skills 20

Skills 30

Students should be able to:

Students should be able to:

Students should be able to:

21. Listening is an active not a passive process.
 - recognize that effective listening is an active process requiring not only literal comprehension but also interpretive and critical thinking
 - observe the courtesies of a good listener
 - recognize and recall the central and supporting ideas in an oral presentation
 - identify the speaker's purpose
 - be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflection and gestures
 - recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques
22. Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.
 - recognize the speaker's attitude, tone and bias
 - distinguish between emotional appeal and reasoned argument
 - listen actively for the speaker's theme, main ideas and supporting details, and organize and review these in their minds as they listen
 - seek clarification of information not understood, or expansion of ideas superficially developed
23. Listening to obtain information involves attentive, open-minded reception of the message presented.
 - use effective listening techniques, such as mentally reviewing major points of the message

LISTENING (continued)

Skills 30

Skills 20

Skills 10

Concepts

Students should be able to:

Students should be able to:

Students should be able to:

- assess the overall degree of completeness, balance and logic of a presentation, and evaluate both the performance of the speaker and the content of the address

- identify basic persuasive techniques, such as glittering generalities, flattery, appeals to fear or prejudice

- distinguish between fact and opinion

24. Critical listening involves an assessment of the validity of the message presented.

- analyze a variety of presentations to identify the persuasive techniques used

- identify the functions and intentions of the speaker, and differentiate between the content of the address and the performance of the speaker

- detect fallacies in the speaker's argument

- evaluate the source of information

Concepts

Skills 10

Skills 20

Skills 30

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
27. Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.	<ul style="list-style-type: none"> - express their thoughts and feelings, explore ideas, and seek information through talk that is appropriate to their audience, purpose and context - understand and observe the rules and procedures that govern a business meeting - develop competence in presenting information orally, enhancing some presentations by the use of diagrams, charts or demonstrations, if appropriate - develop a topic adequately, arrange ideas in an appropriate order, and finish with a concluding statement 	<ul style="list-style-type: none"> - know how to function at more formal social gatherings, such as how to make and reply to a toast and how to introduce a speaker - characterize persuasive speech, and speak persuasively in appropriate situations - speak using a variety of methods for leading into the topic, develop the topic using various developmental devices and organizational techniques, and end by summing up with a strong concluding statement 	<ul style="list-style-type: none"> - use the procedures and courtesies common to an interview situation - demonstrate increased facility with both explanatory and persuasive speaking in class situations - demonstrate increasing confidence in effectively opening, developing and concluding a talk

STATEMENT OF CONTENT: ENGLISH 13-23-33

WRITING

Concepts

Skills 13

Skills 23

Skills 33

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
1. Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.	<ul style="list-style-type: none"> - use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing - identify their purpose and audience, and direct their writing to that audience - identify a topic with some assistance from teacher suggestion, and select appropriate supporting material from ideas generated through prewriting activities - recognize the value of using their personal experiences for examples and illustrations in support of an idea - plan their compositions, and allow for discovery of meaning as they write 	<ul style="list-style-type: none"> - establish an appropriately limited subject for writing, and identify suitable material from that which has been generated in prewriting activities - recognize situations where other sources of information are needed, and find and incorporate this information into their composition 	<ul style="list-style-type: none"> - limit their subject quite independently, and provide sufficient materials for their purpose - use the appropriate prewriting activities in fulfilling their intention
2. Appropriate organization and development of meaning are essential qualities of written composition.	<ul style="list-style-type: none"> - write an introduction that leads directly to the topic - develop their ideas by using methods appropriate to their topics; e.g., examples or reasons - demonstrate the ability to organize their thoughts coherently - compose a suitable ending 	<ul style="list-style-type: none"> - write an introduction that engages the interest and focuses the attention of the reader - use methods of development suitable for their particular purpose and audience - write a conclusion that follows the train of thought established 	<ul style="list-style-type: none"> - make use of a variety of methods of development - conclude without a mechanical repetition of ideas

Concepts

Skills 13

Skills 23

Skills 33

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
3. Effective revision involves careful evaluation of ideas and further shaping of the composition.	<ul style="list-style-type: none"> - review assignments and compositions carefully to assure all instructions have been followed - identify those ideas that have not been adequately developed, and improve the expression of those thoughts - revise their word choice and sentence structure in terms of subject appropriateness, purpose and audience 	<ul style="list-style-type: none"> - examine their composition for faulty mechanics, unity, coherence, emphasis and proportion 	
4. A writer's ideas and experiences can be presented through various modes of discourse.	<ul style="list-style-type: none"> - proofread their composition for errors in grammar, usage, punctuation and spelling - produce a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate - use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify their thoughts and feelings, and to develop ideas for other types of writing - share some of their thoughts or feelings with other people through shaped and polished writing - use clear, functional prose when their purpose is utilitarian, such as when conveying information or arguing a point of view 		
5. The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.	<ul style="list-style-type: none"> - write social letters in language appropriate to the purpose and audience - complete a variety of forms - write a concise, factual short report in response to a specific assignment or on a subject in which the student has a special interest 	<ul style="list-style-type: none"> - write clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone - produce a complete and useful résumé - write a clear, well-organized report on a topic that requires some investigation 	<ul style="list-style-type: none"> - prepare a résumé and covering letter for specific application - write for a specific purpose and audience an acceptable report that includes appropriate material located through research

READING/LITERATURE

Concepts

Skills 13

Skills 23

Skills 33

Students should be able to:

Students should be able to:

- respond to the material that they read with increasing sensitivity, thoughtfulness, articulateness and self-reliance
- understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation

6. Reading is a process that demands active involvement of the reader.

- understand that reading literature can increase enjoyment, knowledge and appreciation of literature and develop understanding of themselves and others

7. The study of literature can fulfill a variety of goals for the individual.

- read literature for the enjoyment and stimulation of the imagination it provides
- read literature for enjoyment and understanding of its content and emotional appeal

8. Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.

- describe the major physical characteristics and personality traits of characters
- discover and discuss the motives of a character's actions
- infer and evaluate the motivation for a character's behaviour

9. Human experience and values can be explored through literature.

- expand experience vicariously
- examine values expressed through literature
- become aware of some of the variety, origins, conflicts and trends in human values
- relate literary experience to personal experience
- relate personal and societal values to values expressed through literature
- appraise the values expressed in a literary selection

Concepts

Skills 13

Skills 23

Skills 33

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
10. The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea and purpose.	<ul style="list-style-type: none"> - identify the subject and purpose - retell or summarize the content and identify the basic organization the author has used - distinguish among the various forms of literature, such as prose, poetry, drama - identify the point of view of a literary selection 	<ul style="list-style-type: none"> - identify the theme(s) - distinguish between major and minor events or ideas, and identify the influences of the setting on character and action - compare and contrast the presentation of ideas in two or more literary forms - recognize the mood and tone of a literary selection 	<ul style="list-style-type: none"> - assess the validity of the theme(s) in relation to life in general and in relation to their own experience - consider how the impact of a work is affected by its organization, such as a cliff-hanger ending - generalize about the effect of form in literary selections read - recognize how the point of view, mood or tone influences the effect of a particular work
11. Locating, selecting and evaluating written materials, frequently required to fulfill one's purpose in reading, are important life skills.	<ul style="list-style-type: none"> - identify their purpose for reading, and extract information based on that purpose - find information in such sources as newspapers, magazines, instruction sheets and handbooks 	<ul style="list-style-type: none"> - identify their purpose for reading, and select appropriate information - gain information from special interest books and periodicals, encyclopedias and other reference books - arrange information for use in achieving purpose 	<ul style="list-style-type: none"> - identify their purpose for reading, and select and synthesize relevant ideas - use technical publications, trade journals, advanced instruction books and other reference materials - obtain occupational information - assess and evaluate information in terms of its projected use

Concepts

Skills 13

Skills 23

Skills 33

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
13. Appreciation and understanding of a visual message requires an understanding of purpose.	<ul style="list-style-type: none"> - identify the purpose, message and intended audience of viewed communications 	<ul style="list-style-type: none"> - identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced 	
14. Elements in and structure of the image strongly influence the total effect of the communication.	<ul style="list-style-type: none"> - understand that the message of a visual presentation is affected by factors such as colour, angle and movement - recognize how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences 	<ul style="list-style-type: none"> - relate the elements of the image to the purpose and message of the image - appreciate effects of editing, such as biasing content, and enhancing mood or theme 	<ul style="list-style-type: none"> - analyze the structure of a visual image by expressing the relationship among the purpose of the image, its content and style
15. Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.	<ul style="list-style-type: none"> - recognize the intentional use of sound to create appropriate atmosphere for the visual message, to complemented by the visual message, or to soothe, irritate or distract the viewer 	<ul style="list-style-type: none"> - discuss the relationships among sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines, especially advertising and cartoons 	<ul style="list-style-type: none"> - discuss combined visual effects, sound effects, and language in a mixed-media presentation, television production or film

VIEWING (continued)

Concepts

Skills 13

Skills 23

Skills 33

Students should be able to:

16. The viewer must evaluate the apparent reality created in media products.

- discuss emotions, facts and opinions expressed visually

Students should be able to:

- analyze propaganda and advertising techniques used in viewing messages

Students should be able to:

- analyze and evaluate the extent to which manipulative devices are used in the material they encounter in their daily lives
- evaluate the aura of reality created in visual messages, especially propaganda

17. Visual communication is similar in many ways to verbal forms of communication.

- discuss relationships among film, television, cartoons, advertising and literature

- recognize that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace

- discuss the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
18. Listening is an active not a passive process.	<ul style="list-style-type: none"> - recognize that effective listening is an active process requiring not only literal comprehension but also interpretive and critical thinking - observe the courtesies of a good listener 	<ul style="list-style-type: none"> - identify and consider the factors that interfere with effective listening, and attempt to overcome interferences created by the environment, the speaker and the listeners themselves 	
19. Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.	<ul style="list-style-type: none"> - recognize and recall the central and supporting ideas in an oral presentation - identify the speaker's purpose 	<ul style="list-style-type: none"> - recognize the speaker's attitude, tone and bias 	<ul style="list-style-type: none"> - infer mood and tone in an oral communication - distinguish between emotional appeal and reasoned argument
20. Listening to obtain information involves attentive, open-minded reception of the message presented.	<ul style="list-style-type: none"> - be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflection and gestures - recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques 	<ul style="list-style-type: none"> - use effective listening techniques, such as mentally reviewing major points of the message 	<ul style="list-style-type: none"> - listen actively for the speaker's theme, main ideas and supporting details, and organize and review these in their minds as they listen - seek clarification of information not understood, or expansion of ideas superficially developed

Concepts

Skills 13

Skills 23

Skills 33

	<i>Students should be able to:</i>	<i>Students should be able to:</i>	<i>Students should be able to:</i>
21. Critical listening involves an assessment of the validity of the message.	<ul style="list-style-type: none"> - distinguish between fact and opinion - identify the functions and intentions of the speaker, and differentiate between the content of the address and the performance of the speaker 	<ul style="list-style-type: none"> - identify basic persuasive techniques, such as glittering generalities, flattery, appeals to fear or prejudice - analyze a variety of presentations to identify the persuasive techniques used 	<ul style="list-style-type: none"> - detect fallacies in the speaker's argument such as hasty generalizations for false analogies - assess both the performance of the speaker and the content of the address - evaluate the source of information

Concepts

Skills 13

Skills 23

Skills 33

Students should be able to:

22. The ability to speak easily, clearly and effectively is an essential communication skill.

- realize that they can clarify and extend their own thinking by expressing their thoughts orally

- express their thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing their material, such as in writing workshop situations

- increase their confidence in speaking extemporaneously on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory

- exhibit increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely

- use voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact effectively, to communicate meaning, mood and interest

23. The ability to function effectively in a group includes using talk to advance the purposes of the group and respect for group etiquette.

- make a positive contribution to a small group discussion by contributing to the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion

- summarize the main points and conclusion

Students should be able to:

Students should be able to:

- discuss factors that impair group discussion, such as individuals focusing on personal needs, and become familiar with the role of group leader

- demonstrate increased facility in functioning as both a group member and a group leader

SPEAKING (continued)

Skills 33

Skills 23

Skills 13

Concepts

Students should be able to:

Students should be able to:

Students should be able to:

24. Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.
- express their thoughts and feelings, explore ideas, and seek information through talk that is appropriate to their purpose, audience and setting
 - develop competence in presenting information orally, such as explaining and giving directions
 - enhance some presentations with the use of diagrams, charts or demonstrations
 - develop a topic adequately, arrange ideas in appropriate order and finish with a concluding statement
 - understand and observe the rules and procedures that govern a business meeting
 - know how to function at more formal gatherings, such as introducing speakers and making and replying to toasts
 - use the procedures necessary to participate in an effective job interview
 - use the procedures and courtesies common to an interview situation
 - participate effectively in a job interview

MINIMUM REQUIREMENTS FOR LITERATURE

In planning to meet the course objectives outlined in the Statement of Content, teachers must meet the following minimum requirements.

	English 10	English 20	English 30
Short Story	Six	Six	Six
Poetry	Required	Required	Required
Short Non-fiction (essays)	Optional	Five	Eight
Plays	Required - One Modern or - One Shakespearean	Required - One Shakespearean	Required - One Modern and - One Shakespearean
Novel	One	One	Optional
Full Length Non-fiction	Optional	Optional	Optional

	English 13	English 23	English 33
Short Story	Required	Required	Required
Poetry	Optional	Required	Required
Short Non-fiction (essays)	Required	Required	Required
Plays	Required - One Modern	Required - One Modern	Required - One Modern or - One Shakespearean
Novel	One	One	One
Full Length Non-fiction	Optional	Optional	Optional

CANADIAN LITERATURE REQUIREMENTS

Of the literature taught in each senior high course, the following proportion is to be Canadian literature.

English 10 One quarter
English 20 One half
English 30 One quarter

English 13 One third
English 23 One third
English 33 One third

COMMUNICATIONS

21a-21b

INTRODUCTION

Communications 21a and 21b are offered in module form for 3 credits each. A maximum of 6 credits is available to a student taking modules in the communications courses.

The communications modules subscribe to the major objectives as stated in the secondary language arts program. All modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting as well as providing for student involvement, excitement and enjoyment. In the communication modules, emphasis has been placed on the improvement in writing skills as an ongoing process.

COURSE CONTENT

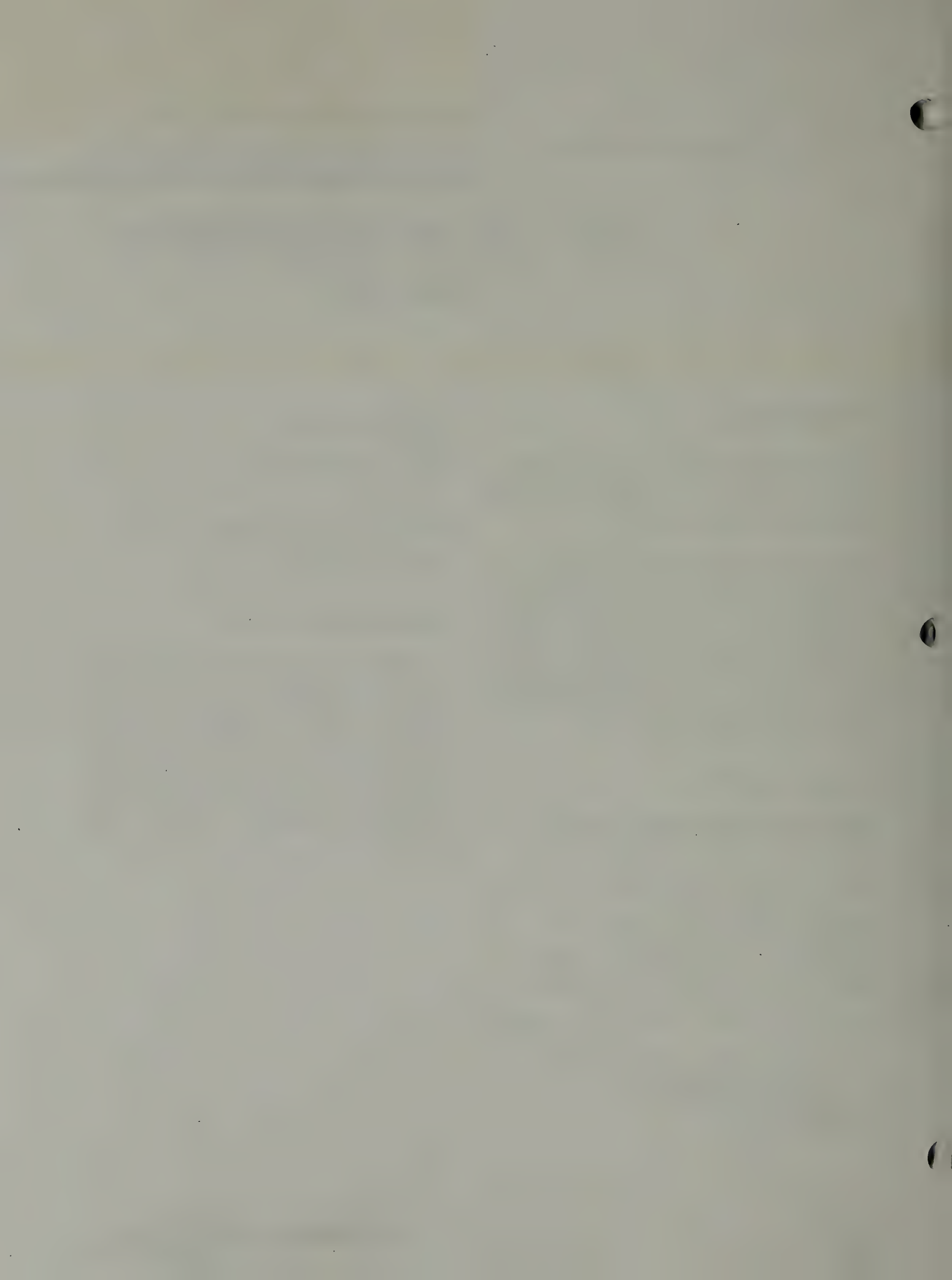
Choice can be made from fifteen modules. Credit value is shown after each module:

Business Communications (3 or 6 — Part A prerequisite to Part B)
Community Relations Network (3 or 6)
English as a Second Language (6)
Film (3 or 6 — Part A prerequisite to Part B)
The How, What and Why of Writing (3 or 6 — Part A *not* prerequisite to Part B)
Journalism (3 or 6 — Part A prerequisite to Part B)
Language as a Manipulative Device (3 or 6 — Part A prerequisite to Part B)
Language Growth (3 or 6)
Plain Speaking (3)

Purposeful Speaking (3)
Radio (3)
Speeded Comprehension (3)
Television (3 or 6 — Part A prerequisite to Part B)
Thinking: The Core of Communication (3 or 6 — Part A prerequisite to Part B)
Writers' Workshop (3 or 6)

LEARNING RESOURCES

A number of resources are suggested for each module, but no resources have basic status. Refer to the publication *Communications 21a and 21b Literature 21a and 21b*, 1971 for a list of these materials. This publication is available from Alberta Education, Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9; order number AD23020026. Telephone 427-2767. Fax 422-9750.



LITERATURE

21a-21b

INTRODUCTION

Literature 21a and 21b are offered in module form for 3 credits each. A maximum of 6 credits is available to a student taking modules in the literature courses. Any two literature modules are taken for 3 credits or any four modules for 6 credits. However, student-teacher enthusiasm could lead to one module being developed to produce 3 credits.

The literature modules subscribe to the major objectives as stated in the secondary language arts program. All the modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting as well as providing for student involvement, excitement and enjoyment. In the literature modules, emphasis has been placed on the improvement in writing skills as an ongoing process.

COURSE CONTENT

Choice can be made from twenty modules:

Novels

1. Adventure and Mystery
2. American
3. British
4. Canadian
5. Recent Best Sellers
6. Twentieth Century

Poetry

7. Canadian
8. Modern

Drama

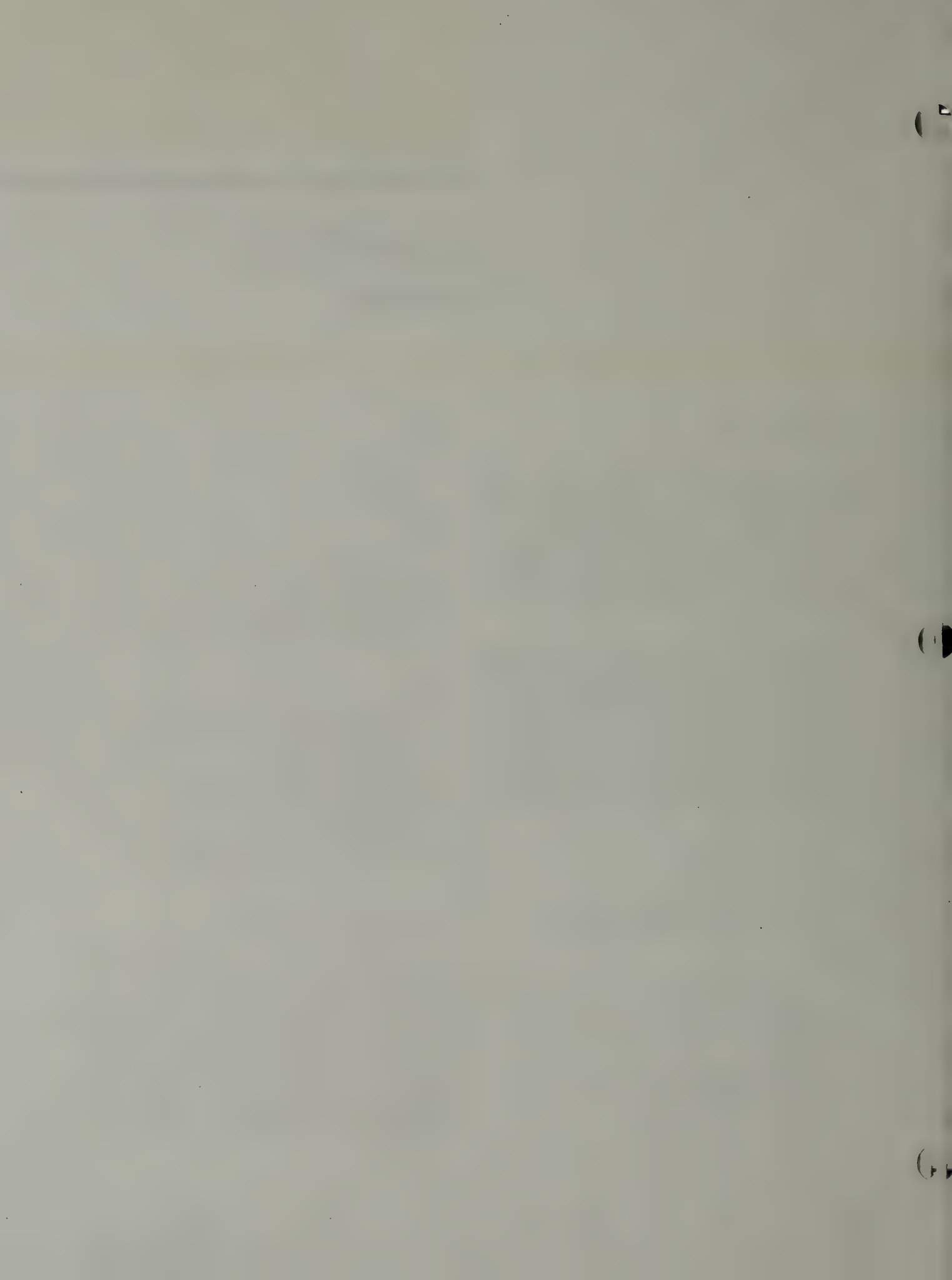
9. Drama in Three Media
10. Television Drama
11. Shakespearean Survey: The Plays
12. Tragedy of Macbeth

Others

13. Africa's Contemporary Authors
14. Canadiana: Short Story and Humour
15. Children's Literature
16. Concepts of the Future
17. Native Canadian Literature
18. The Romantic Mind
19. That Untravelled World: Science Fiction
20. Tolkien, Fantasy and Folk Tale

LEARNING RESOURCES

A number of resources are suggested for each module, but no resources have basic status. Refer to the publication *Communications 21a and 21b Literature 21a and 21b*, 1971 for a list of these materials. This publication is available from Alberta Education, Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9; order number AD230320026. Telephone 427-2767. Fax 422-9750.



READING 10

RATIONALE

Reading 10 has been designed as a developmental reading course that will meet the need of many high school students for a course that focuses on improving strategies for deriving meaning from print.

Reading 10 is built on recent reading research. It is a program in which the student will be helped to develop strategies to begin independent reading of a variety of print materials, for a range of purposes, in present and future reading situations.

Reading 10 is designed for classroom use; it cannot and should not replace reading clinicians for help with severe reading problems. School systems fortunate enough to have reading specialists and/or clinicians should use their expertise in dealing with remediation for those students who require clinical assistance. Reading 10 is not designed as a remedial reading course to deal with the problems of that part of the student population (2-5%) that have severe reading disabilities. For most high school readers, however, the course offers the opportunity to develop and strengthen reading skills and strategies.

Reading 10 is directed to high school students who wish to strengthen their reading skills in order to become more successful in reading and learning both in and out of school. It is hoped that the course will be made available to high school students having a broad range of abilities. Reading 10 is designed in such a way that it can be taught:

- developmentally, for students of average to better than average reading ability
- correctively, for students with acknowledged reading weaknesses.

Reading 10 is not designed to be a remedial reading course to solve reading problems that need clinical attention.

PHILOSOPHY

Reading 10 presupposes a wide experience of language on the part of the high school student and builds upon that prior experience. Reading is a process by which the student gains meaning from print material, a process that involves the full language capability of the student. Strategies for improving reading can be learned, and, once learned, can be transferred to reading activities both in and out of school.

- A wide range of reading materials should be used, focusing on real reading situations rather than on exercises in isolation.
- The strategies learned should be deliberately applied to real-life reading situations, with special attention to school reading experiences.
- While the focus of the course is on gaining and strengthening skills for deriving meaning from print, the program shares the assumption of the Senior High Language Arts Program that language experiences are interrelated. Thus, speaking, listening,

writing, and possibly viewing should be involved in the teaching and learning activities of this course.

- Reading cannot be separated from the life of the student who is attempting to improve existing reading ability. Poor self-concept is often a stumbling block to improving reading. Every effort should be made to give students positive and successful experiences in reading.
- The classroom atmosphere must be encouraging and supportive of students as persons of worth.
- The student should be helped to bring prior knowledge to reading text, and to transfer learned reading skills and strategies to new reading situations.

GOALS AND OBJECTIVES

The goal of Reading 10 is to improve each student's ability to gain meaning from print materials.

The course should give the student:

- opportunity to become more actively involved in the process of reading; an environment that encourages willingness to make the effort to assess and apply prior knowledge; the ability to deal with the unfamiliar by means of the familiar, and to deal effectively with problems and distractions
- increasing consciousness of one's own purposes in reading, and increasing ability to deal with print material in the light of the purpose for which it is read
- increased independence in reading; ability and desire to take more responsibility for choosing reading material and selecting appropriate strategies for dealing with it
- a heightened awareness of the process by which meaning is gained through reading, with reflective feedback guiding the student's growth

- an increased awareness of special features of print text that aid the reader in deriving meaning, and of the special features of print text reflecting the purposes for which print material may be written and produced
- practise in applying reading strategies to a range of real reading materials
- increased competence in reading, with resultant increased personal confidence
- an enhanced self-concept as reader, learner and person of worth.

STATEMENT OF CONTENT

Concept A

The reader learns that reading can fulfill a variety of important purposes for the reader.

Objectives

The reader:

1. learns that a purpose for reading might be:
 - to gain information about a specific topic or subject, or to acquire broader general knowledge
 - to understand and respond to communications related to job, personal business or social activity
 - to enjoy the recreational and entertainment value of print material.
2. becomes aware of the importance of reading for school success, for success in one's business and social life, and for satisfaction as a leisure activity.
3. learns to transfer strategies for reading to school and other milieus in which reading for information is important; to apply reading skills and strategies in reading situations encountered in business and social life; and to develop the habit of reading for personal satisfaction.

4. increases the level of attention to and active involvement in reading in order to accomplish a purpose.

Concept B

The reader learns to recognize and use prior knowledge and experience of language and life in making meaning from print text.

Objectives

The reader:

1. learns that he or she has relevant prior experience that will help in predicting and confirming meaning, and:
 - links prior personal experience of a subject to what is being read for information
 - links prior personal experience of a business or personal interaction to what is being read for business or social reasons
 - links prior personal experience in life and language to what is being read for pleasure.
2. learns that prior language experience, including known words and recognized language patterns, can assist one in understanding meaning.

Concept C

The reader learns to approach reading with an awareness that the purpose for which print material is written and produced is reflected in its structure, organization and format.

Objectives

The reader:

1. understands that a writer's purpose in informative or utilitarian text may be to explain, inform, teach or persuade; in text intended to be read for pleasure, the writer's purpose may be to entertain, describe,

illustrate, satirize, inform, persuade or illuminate.

2. learns to recognize structural signals embedded in the language of text.
3. becomes aware that print material is organized and set forth according to the purpose for which it is intended.
4. learns to recognize and cope with the specific characteristics and demands of print materials that are intended to convey information to the reader, intended to facilitate business and social activities, or designed to be read for personal satisfaction.

Concept D

The reader learns to select and develop reading strategies appropriate to the purpose for which print material is read.

Objectives

The reader:

1. learns that numerous reading strategies have already been developed, and that this repertoire of strategies can be enlarged and refined.
2. expands strategies for dealing with words:
 - develops strategies for learning unfamiliar words
 - learns vocabulary in specialized fields, as necessary
 - learns that words in themselves can be a source of pleasure.
3. expands strategies for dealing with visual and aural cues to meaning:
 - becomes more proficient at reading and interpreting visual accompaniments to print material
 - learns to develop visuals (on paper or in his or her mind) to help gain meaning or pleasure from print text

- develops an ability to reproduce oral equivalents to written language in order to gain or convey meaning or to derive pleasure from the rhythm and sound of written language.
4. expands strategies for adjusting speed and intensity of reading:
 - learns methods of increasing speed and comprehension for the purpose of survey reading, skimming for significant details, or reading for pleasure
 - develops close reading strategies for gaining detailed knowledge, complete understanding, or full appreciation of a passage of text.
 3. continues to develop self-directed reading patterns by:
 - pursuing desired information
 - tackling reading tasks associated with business and social life
 - widening the range of material read for personal satisfaction and pleasure.

CREDITS

Reading 10 may be offered for 3, 4 or 5 credits.

Concept E

The reader becomes increasingly independent in locating, selecting, reading and evaluating print materials in order to fulfill specific reading purposes.

Objectives

The reader:

1. learns to gain access to desired reading material from sources available.
2. learns to evaluate material in terms of reader purpose:
 - in reading for information, evaluates material in terms of applicability, completeness and accuracy
 - in reading for business and social purposes, evaluates material for accuracy, completeness, applicability, bias
 - in reading for pleasure, evaluates material in terms of satisfaction, challenge, sustained interest, enlargement of understanding of life.

ENGLISH AS A SECOND LANGUAGE

A. PROGRAM RATIONALE AND PHILOSOPHY

Many students who come to Canada from other countries speak languages other than English and, upon entering Alberta schools, have varying levels of English language proficiency. These students are an important and integral part of our schools and communities. English as a Second Language (ESL) students are those students whose level of English language proficiency precludes them from full participation in the learning experiences provided in Alberta schools without additional support in English language development.

In order to benefit fully from schooling in Alberta, ESL students should have:

- enriched and supportive instructional programs that appropriately develop English language proficiency
- access to the full range of curriculum and services available to all students in Alberta schools.

The goal of this program is to provide ESL students with planned, systematic instruction and support that will enable them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society.

The following assumptions provide the basis for the development of this program of studies.

- Students come to the English language learning classroom with a wealth of previous knowledge and experience to share and upon which to build.
- A supportive school environment that reinforces and encourages student pride in home, community, language and culture, will lead to greater student success.
- Students require differing periods of time to adapt to school and life in Canada.
- Students learn English at different rates, depending on such factors as their previous school experiences and their ability to listen, speak, read and write in their first language.
- Meaning is central to language learning. Students learn language most effectively when programs are relevant to their experiences, interests and prior knowledge.

- English language learning is an active process in which students participate, by:
 - striving to link new learning to what they already know
 - developing and experimenting with hypotheses about the new language and culture
 - interacting with native English speakers and reading authentic English language texts.

PROGRAM ORGANIZATION

The program is organized into five levels. Level 1 is intended for students who are acquiring literacy for the first time or who have had significant gaps in previous schooling. Level 2 is intended for students who have little or no experience with English prior to entering Alberta schools. Level 3 is intended for students who have some competency in English and need a program focused specifically on language development for academic learning. Level 4 is intended for students who are able to succeed in most high school courses with consistent support in English language development for academic learning. Level 5 students receive assistance with subject-specific language development in a variety of ways, such as in learning centres, from peer coaching and with teacher assistance.

General Outcomes

Throughout the five levels, students are expected to grow in their ability to demonstrate the following general outcomes.

Students will use spoken and written English to:

- gather, interpret and communicate information
- establish and maintain relationships
- make decisions, solve problems, and plan and carry out projects
- explore, respond to and extend ideas and experiences.

The general outcomes represent different, but interrelated, dimensions for learning in the ESL program. Although the general outcomes are stated separately, they are not mutually exclusive; but rather are meant to be developed in conjunction with one another.

Specific Outcomes

Specific outcomes are listed in five columns, one column for each level. They state what students are expected to know and be able to do by the end of each level.

Following each group of specific outcomes is a list of suggested grammatical concepts and structures related to the specific outcomes in the group. By learning and applying these grammatical concepts and structures, students will be better able to demonstrate the outcomes of the program. The grammatical concepts apply to all five levels as student grammatical knowledge and competence develops gradually through subsequent levels of the program.

B. LEARNER OUTCOMES

An overview of the student outcomes for senior high school English as a Second Language is provided below. The **general outcomes** are followed by organizational statements under which the **specific outcomes** are grouped.

General Outcome 1

Students will use spoken and written English to gather, interpret and communicate information. They:

- locate, gather and interpret information
- categorize and classify information
- organize information sequentially and chronologically
- define key vocabulary
- describe physical attributes, functions, composition and behaviours
- compare and contrast
- explain how and why something happens or works
- develop and present reports
- make hypotheses and predictions
- synthesize and summarize.

General Outcome 2

Students will use spoken and written English to establish and maintain relationships. They:

- express and inquire about the interests, activities and needs of others
- narrate activities and events
- respond to questionnaires and applications
- express opinions
- explain actions, motivations and values.

General Outcome 3

Students will use spoken and written English to make decisions, solve problems, and plan and carry out projects. They:

- interact to accomplish a task
- negotiate meaning
- follow and give instructions
- evaluate information and ideas
- express and inquire about degrees of certainty, possibility and capability
- interact with others from a variety of cultural, linguistic and racial backgrounds.

General Outcome 4

Students will use spoken and written English to explore, respond to and extend ideas and experiences. They:

- develop understanding of a variety of text forms
- express and explain personal responses
- discuss the elements of text structure
- identify and use figurative language
- choose forms appropriate to topic, purpose and audience.

SPECIFIC OUTCOMES

General Outcome 1: Students will use spoken and written English to gather, interpret and communicate information.

Level 1

Level 2

Level 3

Level 4

Level 5

Students locate, gather and interpret information. They:

- connect oral language with print, read short, simple sentences, stories and collaboratively-written reports
- identify the topics of short, simple texts
- use print and visual cues (e.g., headlines, pictures, colour and size of print) to identify key information in a variety of simple texts; e.g., stories, newspapers, the Internet
- scan simple texts for specific details and to answer research questions
- label diagrams, using information from short, simple, oral and print texts; complete formats (e.g., cloze passages, matching questions, lists) based on information in visuals; e.g., pictures, maps.
- comprehend the gist of short, well-organized texts on familiar topics
- comprehend and interpret the general meaning of texts on familiar topics, and make appropriate inferences
- preview and review to get main ideas and supporting details from simple texts, in areas of special interest or knowledge; e.g., newspaper stories, magazine articles, fiction
- locate information in the school library, using print and electronic sources; use tables of contents, glossaries and indexes
- relate visuals to written text; list key information and details.
- comprehend and interpret the meaning of written texts on topics of study
- skim and scan authentic, unfamiliar texts on topics related to prior knowledge or personal interests; locate main and supporting details, and draw inferences
- develop research questions about topics of study; identify and use information sources; e.g., encyclopedias, databases, magazines, videos
- interpret factual information from graphs, charts and tables.
- comprehend and interpret the meaning of a variety of written texts on topics of study; explain how new information relates to previous learning
- skim and scan several sources (e.g., science magazines, encyclopedias, databases) to locate information; determine the appropriateness to the topic, purpose and audience
- collect, organize and interpret data related to research questions, using oral, print, other media and electronic texts
- develop oral and written reports, based on interpretations of information from complex charts, graphs and tables.

Using grammatical concepts; e.g., nouns: count, uncount, singular, plural, proper; relative pronouns (that, which, who); determiners (a, an, the); verb tenses: simple present, simple past, present perfect, past perfect; coordinating conjunctions; time clauses introduced by subordinating conjunctions (when, before, after, as); relative clauses introduced by subordinating conjunctions (that, which, who).

General Outcome 1: Students will use spoken and written English to gather, interpret and communicate information.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students categorize and classify information. They:	<ul style="list-style-type: none"> • classify and order items based on information in simple texts, supported by visuals; write sentences to describe the characteristics of categories of items. 	<ul style="list-style-type: none"> • classify information from oral and written texts into given categories, using graphic organizers; e.g., charts, maps, webs. 	<ul style="list-style-type: none"> • illustrate the relationships among main ideas and supporting details in oral, print, other media and electronic texts, using graphic organizers; e.g., mind maps, charts, tree diagrams. 	<ul style="list-style-type: none"> • classify ideas and information related to topics of study; describe the basis upon which categories were formed; compare categories. 	<ul style="list-style-type: none"> • synthesize previously organized information into oral and written summaries; use language structures to make appropriate transitions; e.g., altogether, in general, in short.

Using grammatical concepts; e.g., collective nouns (bacteria, data, team); species nouns (kind, division, category); stative verbs (be, have, want); classifying adjectives (Canadian, economic, main); relative clauses introduced by subordinating conjunctions (that, which, who).

Students organize information sequentially and chronologically. They:

- list steps for finding, doing or assembling something related to classroom activities
- narrate or record processes studied in class; include steps, agents and nature of changes
- describe situations, events and personal experiences in short oral or written presentations.
- retell, signalling sequence, a short narrative of two or three events, based on personal experiences or media presentations.
- describe steps in processes and stages in cycles related to a variety of topics of study
- narrate situations, events and personal experiences from the past, present and future; link ideas to explain relationships.
- narrate or record processes studied in class; include steps, agents and nature of changes
- describe processes, cycles, sequences of events and changes over time with increasing accuracy
- develop oral and written texts to describe processes, procedures and sequences of events, using appropriate signal words; e.g., first, then, after
- narrate events, activities, stories, experiences and general information from different points of view.
- narrate oral and written accounts of personal experiences and current or historical events.

Using grammatical concepts; e.g., nouns to designate time (days, weeks, months); verb tenses: simple present, simple past, present perfect, past perfect; verb forms expressing state or habit in the past (used to); ordinal numbers (first, second, third); adverbs of manner, time, frequency, duration (soon, often, always); expressions of place, direction, orientation, motion, position, location.

SPECIFIC OUTCOMES

General Outcome 1: *Students will use spoken and written English to gather, interpret and communicate information.*

	Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Students define key vocabulary. They:</i></p> <ul style="list-style-type: none"> • develop, collaboratively, definitions for key vocabulary related to topics of study • ask for explanations of unfamiliar words and phrases; use picture dictionaries; develop personal dictionaries • apply vocabulary introduced in class to limited, new situations; recognize and use common abbreviations. 	<ul style="list-style-type: none"> • develop definitions, following a model, for key vocabulary related to topics of study; identify antonyms • use known words and pictures to identify unknown words; use a bilingual dictionary 	<ul style="list-style-type: none"> • define a range of vocabulary specific to subject areas; identify and use antonyms and synonyms • use prior experiences to predict the meaning of new words in context; use a bilingual dictionary and an English learner's dictionary 	<ul style="list-style-type: none"> • use appropriate language patterns for definitions; identify and define words that are crucial to comprehending text • use knowledge of language and context cues to determine the meaning of new words; use bilingual, English learner's and English only dictionaries; begin to use a thesaurus 	<ul style="list-style-type: none"> • recognize embedded definitions of key vocabulary in texts from a variety of content areas; identify and use antonyms and synonyms appropriate to an audience, context and purpose • use a variety of sources and strategies to determine the meaning of unknown words; choose the dictionary meaning that fits the context • use vocabulary appropriately, depending on the purpose, audience and topic. 	

Using grammatical concepts; e.g., nouns to designate verbal actions (account, promise, comment); species nouns (kind, division, category); stative verbs (be, have, want); classifying adjectives (Canadian, economic, main); demonstrative pronouns (this, that, these); relative clauses introduced by subordinating conjunctions (that, which, who).

SPECIFIC OUTCOMES

General Outcome 1: Students will use spoken and written English to gather, interpret and communicate information.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students describe physical attributes, functions, composition and behaviours. They:	<ul style="list-style-type: none"> comprehend a simple, clearly spoken description that is supported by visuals comprehend short passages of explicit, clearly written text that contain learned vocabulary describe, orally and in writing, the physical attributes of everyday objects; e.g., size, shape, colour describe static relationships among a few objects and people. 	<ul style="list-style-type: none"> comprehend slowly and clearly spoken, well-organized descriptions of familiar objects comprehend a one-page, well-organized descriptive text with known vocabulary describe, orally and in writing, the physical attributes and simple functions of objects related to topics of interest describe change in location, direction and distance of objects. 	<ul style="list-style-type: none"> comprehend most conversations; short, simplified oral descriptions; and mediated audio-visual presentations on a variety of topics related to study comprehend the general meaning in two or three pages of expository text on a familiar topic describe, orally and in writing, the physical attributes, functions and composition of objects related to topics of study; e.g., wood, plastic, fabric describe the location of objects in pictures, maps, diagrams and models. 	<ul style="list-style-type: none"> comprehend, with limited mediation, most oral descriptions; e.g., face-to-face, lecture, audio-visual comprehend the general meaning and specific details in three to five pages of expository text on unfamiliar topics describe, orally and in writing, the physical attributes and behaviours of people, and the physical attributes, functions and composition of objects describe the speed, direction, location and frequency of moving objects. 	<ul style="list-style-type: none"> comprehend most classroom discourse, by using a variety of clarification strategies comprehend the general meaning and specific details in five to ten pages of expository text in a content area describe, orally and in writing, the physical attributes and behaviours of various people, and the physical attributes, functions and composition of a variety of objects and structures describe how the interrelationships among objects, forces and concepts change over time.

Using grammatical concepts; e.g., nouns: count, uncount, concrete; nouns of measure (depth, length, weight); nouns of direction (north, south, left, right); subject-verb agreement; stative verbs (be, have, want); verb tenses: simple present, present progressive, past progressive; attributive adjectives (hot coffee, red wagon, purple plum); predicative adjectives (He became ill. I am cold. He is tall.); qualitative adjectives (sad story, pretty picture, wealthy lady); participial adjectives (increasing, existing, outgoing); relative clauses introduced by subordinating conjunctions (that, which, who); possessive forms; quantifiers (all of, loss of, little of); partitives (bottle of, handful of, lump of).

SPECIFIC OUTCOMES

General Outcome 1: *Students will use spoken and written English to gather, interpret and communicate information.*

	Level 1	Level 2	Level 3	Level 4	Level 5
Students compare and contrast. They:	<ul style="list-style-type: none"> use short, simple, spoken and written sentences stating the similarities and differences between two people, two objects or two places. 	<ul style="list-style-type: none"> develop sentences and short paragraphs, following a model, to describe similarities and differences between two people, two objects or two places. 	<ul style="list-style-type: none"> write two or three paragraphs to compare and contrast two people, two objects or two places, using appropriate signal words; e.g., either-or, but, similarly. 	<ul style="list-style-type: none"> choose precise vocabulary to compare and contrast personal experiences and intensity of emotions. 	<ul style="list-style-type: none"> choose precise vocabulary to compare and contrast structures and issues; e.g., governments in two different countries, architecture in two different buildings, pollution in two different cities.

Using grammatical concepts; e.g., comparative adjectives (bigger, smaller, more intelligent); superlative adjectives (biggest, smallest, most intelligent); qualitative adjectives (sad, pretty, wealthy); comparative adverbs (more effectively, more importantly); superlative adverbs (most effectively, most importantly, most often); adverbs of comparison (similarly, differently, in the same way).

Students explain how and why something happens or works. They:

- ask and respond, orally and in writing, to yes-no questions related to personal experiences
- develop sentences to explain simple cause and effect relationships, using basic linking words.
- ask and respond, orally and in writing, to yes-no and wh— questions
- develop short, well-organized oral and written texts to explain why something happens.
- use conventional format to ask and answer wh— questions, orally and in writing
- develop well-organized oral and written texts to explain problems and propose solutions.
- ask and respond to questions, orally and in writing, on topics of study related to cause, reason and manner
- develop well-organized oral and written texts to suggest probable causes and means to achieve specific ends.
- ask and respond to questions, orally and in writing, on topics of study related to research questions
- compose oral and written reports to explain complex processes or events; e.g., causes and effects of acid rain, the conditions that contributed to the development and failure of the Meech Lake Accord.

Using grammatical concepts; e.g., interrogative pronouns (who, whose, which); passive voice; adverbs; reason clauses introduced by subordinating conjunctions (because, since); result clauses introduced by subordinating conjunctions (so that, so).

SPECIFIC OUTCOMES

General Outcome 1: Students will use spoken and written English to gather, interpret and communicate information.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students develop and present reports. They:	<ul style="list-style-type: none"> • participate in class discussions; develop, collaboratively, class reports 	<ul style="list-style-type: none"> • develop short, written reports on topics discussed in class 	<ul style="list-style-type: none"> • write four or five paragraphs on topics that have been researched and discussed in class 	<ul style="list-style-type: none"> • structure cohesive essays or reports, each having references and a bibliography 	<ul style="list-style-type: none"> • write well-organized narrative, descriptive and expository essays or reports to communicate information about topics of study
	<ul style="list-style-type: none"> • present, to small groups of language learning peers, 1-minute oral reports on subjects discussed in class. 	<ul style="list-style-type: none"> • present, to small groups of language learning peers, 2- to 3-minute oral reports on topics of interest. 	<ul style="list-style-type: none"> • present brief oral reports, sometimes supported by visuals, to small groups of classmates. 	<ul style="list-style-type: none"> • present oral reports on topics of study to the class. 	<ul style="list-style-type: none"> • present oral reports, supported by visuals, on a variety of topics to general audiences; e.g., students from other schools, parents, student councils.

Using grammatical concepts; e.g., adverbs of degree (absolutely, very, nearly); time clauses introduced by subordinating conjunctions (when, before, after); prepositional phrases of place (in the air, above the land, by the sea); prepositional phrases of direction (around the building, toward the school, through the window); adverbials of addition (also, besides, at the same time); adverbials of sequence (earlier, next, soon).

SPECIFIC OUTCOMES

General Outcome 1: *Students will use spoken and written English to gather, interpret and communicate information.*

	Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Students make hypotheses and predictions. They:</i></p> <ul style="list-style-type: none"> • use background knowledge, classroom situations, pictures and word identification skills to predict the meaning of unknown words in context; e.g., sound/symbol associations, word families • make predictions about what might happen; express hopes, wishes and future plans. 	<ul style="list-style-type: none"> • use personal experiences, classroom situations and contexts to construct meaning when reading or listening to predictable texts 	<ul style="list-style-type: none"> • use personal experiences and knowledge of content to predict meaning when reading or listening to authentic texts; learn to tolerate gaps in understanding 	<ul style="list-style-type: none"> • express conditional relationships; e.g., "If oil is mixed with water, it floats." "If I could afford it, I would buy a skateboard." 	<ul style="list-style-type: none"> • use strategies to fill gaps in understanding when reading or listening to authentic texts; e.g., reading ahead, mental rehearsal, predicting meaning from context 	<ul style="list-style-type: none"> • demonstrate ability to tolerate gaps in understanding when reading or listening to authentic texts; monitor and enhance comprehension, using such strategies as rereading, looking ahead or back, asking questions of peers • understand and express predictability of events in a variety of circumstances; e.g., forecasting weather, predicting the results of experiments, predicting the results of particular economic conditions.

Using grammatical concepts; e.g., verb tenses: simple present, simple past, simple future, present perfect, past continuous; modals (could, might, may); adverbs indicating actuality (actually, certainly, possibly); concessive clauses introduced by subordinating conjunctions (although, though, while); conditional clauses introduced by subordinating conjunctions (if, unless, on condition that).

SPECIFIC OUTCOMES

General Outcome 1: *Students will use spoken and written English to gather, interpret and communicate information.*

	Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Students synthesize and summarize. They:</i></p> <ul style="list-style-type: none"> • record information on charts • summarize key concepts, in oral or media text, using graphic organizers: e.g., charts, webs, maps • summarize, orally and in writing, a short, simple narrative. 	<ul style="list-style-type: none"> • summarize key concepts, in oral or media text, using graphic organizers: e.g., charts, webs, maps 	<ul style="list-style-type: none"> • take point-form notes to record important information from oral, print and other media texts 	<ul style="list-style-type: none"> • take point-form notes to record two or three pages of point-form notes from written texts on topics of study 	<ul style="list-style-type: none"> • take point-form notes to record questions, main ideas, supporting details and personal reactions, while listening to short lectures or viewing media presentations 	<ul style="list-style-type: none"> • take point-form notes to record questions, main ideas, supporting details and personal reactions, while listening to short lectures or viewing media presentations
<ul style="list-style-type: none"> • develop, following a model, cohesive oral and written summaries of texts discussed in class. 	<ul style="list-style-type: none"> • paraphrase, orally, short expository texts; write one-page summaries of expository texts that include most key points. 	<ul style="list-style-type: none"> • synthesize and summarize information, orally and in writing, from one to three pages of expository text. 	<ul style="list-style-type: none"> • synthesize and summarize information, orally and in writing, from one to three pages of expository text. 	<ul style="list-style-type: none"> • synthesize and summarize information, orally and in writing, from one to three pages of expository text. 	<ul style="list-style-type: none"> • synthesize and summarize information, orally and in writing, from one to three pages of expository text.

Using grammatical concepts; e.g., collective nouns (bacteria, data, team); mass nouns (medicines, pesticides, fabrics); indefinite pronouns (one, someone, nobody); adverbs of time, duration and frequency (soon, often, always); coordinating conjunctions: time clauses introduced by subordinating conjunctions (when, before, after); conditional clauses introduced by subordinating conjunctions (if, unless, on condition that); purpose clauses introduced by subordinating conjunctions (in order to, so that); result clauses introduced by subordinating conjunctions (so that, so); concessive clauses introduced by subordinating conjunctions (although, though, while).

SPECIFIC OUTCOMES

General Outcome 2: Students will use spoken and written English to establish and maintain relationships.

Level 1	Level 3	Level 4	Level 5
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Students express and inquire about the interests, activities and needs of others. They:

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|--|--|--|---|
| <ul style="list-style-type: none"> • express and respond to informal oral greetings with peers and known adults in school • volunteer information and respond orally to questions about self, family and friends • engage a listener's attention, using verbal or nonverbal strategies • understand and use a few common, current idioms with peers | <ul style="list-style-type: none"> • express and respond to informal oral greetings and introductions, using basic, courteous language • respond orally to questions about activities of self, family and friends • comprehend slowly spoken conversations, when opportunities are provided to negotiate meaning • understand and use common idioms and some colloquial expressions in interactions with peers | <ul style="list-style-type: none"> • introduce self to peers and known adults in informal situations • interact with others to exchange and clarify information about self, family, interests and experiences • understand and respond, in familiar contexts, to unfamiliar communication situations; e.g., speaking to the principal, dealing with an emergency, telephoning the school to report an absence • use common colloquial expressions appropriately in interactions with peers | <ul style="list-style-type: none"> • introduce self to peers and adults, known and unknown, in informal and formal situations • engage in discussions with native English speakers about ideas, emotions, interests and experiences • communicate orally in some unpredictable contexts; e.g., finding one's way in a new environment, asking for information • understand and use sufficient vocabulary, idioms and colloquial expressions to listen to and talk about topics of general interest with peers |
| <ul style="list-style-type: none"> • interact with peers and adults in a variety of situations, using appropriate levels of formality • use a range of strategies during interactions with native English speakers to ensure that communication continues; e.g., requesting clarifications, repetition, rephrasing • engage in conversations with native English speakers in unfamiliar contexts; e.g., asking directions from bus drivers, telephoning libraries for information • understand and use a range of colloquial expressions when conversing with native English speakers on a variety of topics | | | |

(continued)

General Outcome 2: Students will use spoken and written English to establish and maintain relationships.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>(continued)</p> <ul style="list-style-type: none"> write in journals describing the interests and abilities of self and others 	<ul style="list-style-type: none"> write paragraphs describing self, family and friends 	<ul style="list-style-type: none"> write two or three paragraphs in journals and class newsletters to describe self, family and friends 	<ul style="list-style-type: none"> describe interests, abilities and personality traits 	<ul style="list-style-type: none"> provide personal information with respect to specific contexts; e.g., job applications, explanations of future plans, evaluations of abilities and accomplishments
<ul style="list-style-type: none"> use commonplace phrases appropriate for different levels of informality and formality with peers and adults; e.g., Hi. Good morning. Hello. 	<ul style="list-style-type: none"> recognize differences between informal and formal language used with peers and adults. 	<ul style="list-style-type: none"> use an appropriate vocabulary commonly associated with high school student interests and activities. 	<ul style="list-style-type: none"> use an appropriate level of formality and politeness for known and unknown peers and adults. 	<ul style="list-style-type: none"> use a range of informal and formal language styles appropriate to audience and context.

Using grammatical concepts; e.g., nouns that name roles and titles; nouns to show relationships (brother, family, friend); proper nouns; complements (Her favourite hobby is sewing. His only friend is Bob.); subject pronouns (I, you, he); possessive pronouns (mine, yours, his); relative pronouns (that, which, who); intransitive verbs; modals (could, might, may); adjectives; determiners (a, an, the); relative clauses introduced by subordinating conjunctions (that, which, who).

Students narrate activities and events. They:

- develop, collaboratively, oral and written accounts of personal experiences from current and recent past events.
- develop brief, oral and written accounts of personal experiences.
- develop oral and written accounts; e.g., biographies, autobiographies, family histories.
- develop oral and written accounts of personally experienced cultural, political and social events; include reactions of participants.
- develop elaborate oral and written accounts from different points of view; e.g., short stories, articles, reports; include a narrator's reactions, responses and opinions.

Using grammatical concepts; e.g., gerunds (singing, walking, computing); verb tenses: simple present, present perfect, past perfect, present continuous, past continuous; transitive verbs; phrasal verbs (come back, fall through, sit down); phase verbs (stopped speaking, wanted to say, forgot to come); prepositions of place (beside, after); adverbs of order (firstly, thirdly, finally); adverbs of time (suddenly, then, soon after); "there" as subject (There was a knock at the door.).

SPECIFIC OUTCOMES

General Outcome 2: Students will use spoken and written English to establish and maintain relationships.

	Level 1	Level 2	Level 3	Level 4	Level 5
<i>Students respond to questionnaires and applications. They:</i>	<ul style="list-style-type: none"> write basic personal information; e.g., name, address, telephone number. 	<ul style="list-style-type: none"> complete, with assistance, routine school-related forms; e.g., course registration, bus pass application. 	<ul style="list-style-type: none"> provide accurate information on forms; e.g., hobbies, interests, goals, when provided opportunities for clarification; conduct classroom surveys. 	<ul style="list-style-type: none"> provide accurate, precise information on forms; e.g., questionnaires, authentic job applications; conduct surveys. 	<ul style="list-style-type: none"> complete a variety of forms of increasing complexity; e.g., learning style questionnaires, job applications, scholarship applications.

Using grammatical concepts; e.g., declarative mood; interrogative mood; yes-no questions; wh— questions; tag questions (Isn't it? Won't you? Haven't you?); adverbs of frequency (from time to time, regularly, rarely).

Students express opinions. They:

- use nonverbal and verbal behaviours or to indicate personal opinions or preferences
 - express pleasure and displeasure, likes and dislikes, in familiar, structured situations; e.g., conversations with peers, class discussions, journal writing.
- use commonplace phrases and expressions to express pleasure and displeasure, agreement and disagreement; e.g., Great. Right. Wow. No way.
 - express pleasure and displeasure, likes and dislikes, in familiar, structured situations; e.g., conversations with peers, class discussions, journal writing.
- express opinions and preferences in short sentences
 - express opinions about current events in the school and community; express agreement and disagreement, providing reasoned support
- express opinions on a variety of topics to peers and adults; express agreement and disagreement, providing support; e.g., drawing on personal experience, providing reasons, listing facts
 - express opinions about current events in the school and community; express agreement and disagreement, providing reasoned support
- interact with peers to express emotional attitudes; e.g., interest, indifference, joy.
 - express emotional attitudes in informal and formal situations with peers and adults; e.g., interest, indifference, anger, joy.
- interact with peers and adults to express emotional attitudes in a variety of contexts; e.g., school elections, debates, parent-teacher-student conferences.
 - interact with peers and adults to express emotional attitudes in a variety of contexts; e.g., school elections, debates, parent-teacher-student conferences.

Using grammatical concepts; e.g., modals (would, should, would rather); interjections (Oh! Hurray! Hey!); exclamations (I loved that story! Einstein was right!); adverbs of degree (totally, especially, quite); adverbs of attitude (luckily, interestingly, obviously); adverbs of emphasis (even, surely, above all); reason clauses introduced by subordinating conjunctions (because, as, since).

SPECIFIC OUTCOMES

General Outcome 2: *Students will use spoken and written English to establish and maintain relationships.*

Level 1

Level 2

Level 3

Level 4

Level 5

Students explain actions, motivations and values. They:

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|---|--|---|---|--|
| <ul style="list-style-type: none"> • give reasons for actions of self and others, in response to direct questions • report someone's actual words, orally and in writing. | <ul style="list-style-type: none"> • explain actions, within limited, familiar contexts • write someone's actual words, using appropriate punctuation. | <ul style="list-style-type: none"> • explain intentions and motivations of self and others to peers and familiar adults • report, accurately, the speech of others, using direct quotations and reported speech structures. | <ul style="list-style-type: none"> • interact with adults, including authority figures, to explain intentions and motivations • write reports of events, using direct and indirect speech structures. | <ul style="list-style-type: none"> • explain actions in terms of beliefs and values • use a variety of structures to report what people say and think; e.g., what someone wrote in a letter, what was said at a meeting, what was said at a school assembly. |
|---|--|---|---|--|

Using grammatical concepts; e.g., verbs indicating speech (ask, recommend, refuse); causative use of "have" and "get" (have a cavity filled, get a haircut); adverbs of manner (perfectly, urgently, softly); prepositions (about, except, according to); purpose clauses introduced by subordinating conjunctions (in order to, so that, so); reason clauses introduced by subordinating conjunctions (because, as, since); result clauses introduced by subordinating conjunctions (so that, so); noun clauses introduced by subordinating conjunctions (that, if, what).

SPECIFIC OUTCOMES

General Outcome 3: Students will use spoken and written English to make decisions, solve problems, and plan and carry out projects.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students interact to accomplish a task. They:	<ul style="list-style-type: none"> participate in class discussions on topics related to personal experiences work in pairs to accomplish clearly defined, simple tasks; e.g., discussing possible responses to questions, labelling maps, listing steps in an activity interview language learning peers on familiar topics, using rehearsed questions respond to familiar questions related to personal experience. 	<ul style="list-style-type: none"> assume assigned roles in small groups of peers, and complete well-defined tasks carry out assigned roles for group tasks; e.g., leader, recorder ask rehearsed questions in structured, nonstressful situations respond in oral phrases or brief, written sentences to clearly stated interview questions about familiar situations. 	<ul style="list-style-type: none"> participate in small groups or committees to complete tasks related to topics of study demonstrate effective interaction skills; e.g., providing information, asking questions, offering explanations, encouraging others interview other language learners, using rehearsed questions, about interests and topics of study interact orally with peers, with some repetition, using language that is comprehensible to most native English speakers. 	<ul style="list-style-type: none"> participate in panel discussions, seminars and symposia negotiate the ways in which groups can complete tasks and the contributions each member can make interview native English-speaking peers on familiar topics, mixing some spontaneous questions with rehearsed questions use effective oral interaction techniques (e.g., listening, responding, interrupting, taking turns); monitor understanding by clarifying, explaining, elaborating. 	<ul style="list-style-type: none"> participate in seminars and informal debates participate in a variety of group interactions interview native English-speaking peers on a range of topics, using unrehearsed questions in unstructured situations participate in oral interactions with familiar and unfamiliar adults on a broad range of topics; put forward topics.

Using grammatical concepts; e.g., verbs indicating speech (ask, recommend, refuse); simple future verb tense; modals (could, might, may); auxiliary verbs (be, have); interrogative mood (Are you going to the show?); imperative mood (Hurry!); yes-no questions (Isn't it? Won't you? Haven't you?); do-fronted questions (Do you know how to dance? Didn't you know he was late?); reported questions (He asked me if I knew how to dance.); negative questions; statement-form questions; openers (Excuse me. I have a question. I'm calling about . . .); responders (Okay. Exactly. Of course.); closers (Excuse me. It's been nice. I have to be going.).

SPECIFIC OUTCOMES

General Outcome 3: Students will use spoken and written English to make decisions, solve problems, and plan and carry out projects.

	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Students negotiate meaning. They:</p> <ul style="list-style-type: none"> • indicate, orally, incomprehension, using commonplace phrases; e.g., Pardon? What did you say? What? 	<ul style="list-style-type: none"> • ask for explanation of unfamiliar words and expressions. 	<ul style="list-style-type: none"> • clarify and verify understanding of oral and written texts, by asking questions; tolerate ambiguity of meaning. 	<ul style="list-style-type: none"> • repair communication problems, using a variety of techniques; e.g., questioning, restating, summarizing. 	<ul style="list-style-type: none"> • extend understanding of new ideas and information, by initiating discussion. 	
<p>Using grammatical concepts; e.g., questions, such as: Could you tell me? Could I ask ...?; interrupters, such as: Pardon me. Excuse me. Do you have a minute?</p> <p>Students follow and give instructions. They:</p> <ul style="list-style-type: none"> • follow short instructions, requests and directions related to classroom activities • understand commonplace, oral and written instructions in routine classroom contexts 	<ul style="list-style-type: none"> • give limited, rehearsed, oral instructions for classroom activities. 	<ul style="list-style-type: none"> • give step by step oral and written instructions, clearly and precisely, in face-to-face situations. 	<ul style="list-style-type: none"> • interpret and follow increasing variety of tasks; e.g., operating electronic equipment, making graphs, following a recipe 	<ul style="list-style-type: none"> • interpret and follow oral and written instructions having three or more steps 	<ul style="list-style-type: none"> • interpret and follow complex oral and written instructions for carrying out tasks; e.g., solving problems in mathematics, assembling apparatus for experiments in science
<ul style="list-style-type: none"> • give short, oral instructions for routine tasks. 	<ul style="list-style-type: none"> • direct people to a specific location with written directions, and with oral directions by telephone or voice mail. 	<ul style="list-style-type: none"> • give oral and written directions to a variety of audiences; e.g., listing steps for operating software programs, explaining rules of games, explaining how to set up electric circuits. 			

Using grammatical concepts; e.g., verb tenses: simple present, present perfect, present continuous; modals (could, might, may); interrogative mood (Are you going to the show?); imperative mood (Hurry!); adverbs of position (away, here, globally); adverbs of direction (near, skyward, clockwise); adverbs of time (suddenly, then, soon after); adverbs of order (firstly, thirdly, finally); prepositions of position (on, off, under); prepositions of direction (away from, toward).

SPECIFIC OUTCOMES

General Outcome 3: Students will use spoken and written English to make decisions, solve problems, and plan and carry out projects.

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Students evaluate information and ideas. They:</i>				
<ul style="list-style-type: none"> ask and respond to questions, orally and in writing; e.g., if statements are true or false, correct or incorrect, possible or impossible express agreement and disagreement choose from a set of alternatives; give brief reasons for choices. 	<ul style="list-style-type: none"> ask simple questions, orally and in writing, to determine truth, correctness and possibility make brief statements about whether or not ideas are true or false, correct or incorrect explain reasons for choices, by listing the pros and cons and by providing factual information. 	<ul style="list-style-type: none"> analyze information; develop and express opinions on familiar topics gather, summarize and present information to support opinions defend choices, by stating priorities; compare and contrast alternatives. 	<ul style="list-style-type: none"> discuss the pros and cons of issues; use facts to support positions write arguments supporting or opposing positions, in order to persuade others state and order priorities. 	<ul style="list-style-type: none"> discuss issues; express, suggest, reject and evaluate opinions as the discussion proceeds identify and explain the opinions, underlying assumptions and values of authors or narrators of oral, written and media texts persuade others, by providing alternatives, explaining criteria and priorities, and by giving reasons for choices and actions.

Using grammatical concepts; e.g., modals (could, might, may); negatives (not, nowhere, never); contractions (he's, don't, she'll); negative affixes (anti-, mis-, -less); negative statements, using neither, not, none; ordinal numbers (first, second, third); adverbs of contrast (alternatively, conversely, however); coordinating conjunctions.

SPECIFIC OUTCOMES

General Outcome 3: Students will use spoken and written English to make decisions, solve problems, and plan and carry out projects.

	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Students express and inquire about degrees of certainty, possibility and capability. They:</p> <ul style="list-style-type: none"> • express agreement and disagreement in response to direct questions; state the capabilities of self and others related to daily activities; accept and decline offers and invitations. 	<ul style="list-style-type: none"> • express agreement and disagreement; ask for permission; state personal capabilities with respect to school and community activities. 	<ul style="list-style-type: none"> • state degree of certainty about whether or not something is possible or impossible, and state the likelihood of events occurring in the future; ask for and give permission. 	<ul style="list-style-type: none"> • express own capabilities and inquire about the capabilities of others, orally and in writing; express and inquire about degrees of certainty regarding events in the future. 	<ul style="list-style-type: none"> • express and inquire about degrees of possibility, capability and certainty regarding events, tasks and activities. 	
<p>Using grammatical concepts: e.g., modals (could, might, may); affirmatives (yes, okay, sure); negatives (not, nowhere, never); concessive clauses introduced by subordinating conjunctions (although, though, while).</p>					
<p>Students interact with others from a variety of cultural, linguistic and racial backgrounds. They:</p> <ul style="list-style-type: none"> • develop an awareness of terms and phrases inappropriate for use in school. 	<ul style="list-style-type: none"> • use polite words and phrases. 	<ul style="list-style-type: none"> • develop an awareness of language acceptable and unacceptable in a school context. 	<ul style="list-style-type: none"> • modify vocabulary, intonation, tone and structure of language appropriately, depending on the audience, purpose and context. 	<ul style="list-style-type: none"> • express opinions in a variety of contexts, using inclusive, respectful language. 	

SPECIFIC OUTCOMES

General Outcome 4: Students will use spoken and written English to explore, respond to and extend ideas and experiences.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students develop understanding of a variety of text forms. They:	<ul style="list-style-type: none"> • read short, simplified texts, including those composed in class • participate in conversations related to school and interpersonal interactions • listen to a variety of oral and media texts, and to print texts read aloud • write sentences to accompany pictures. 	<ul style="list-style-type: none"> • read, for enjoyment, short passages from magazines, newspapers and simplified stories with pictures • participate in role plays and in readers' theatre; watch video versions of stories read and discussed in class • identify various forms of oral, print and media texts; e.g., stories, poems, advertisements, cartoons • begin to compose in a variety of forms, following patterns and models discussed in class; e.g., narratives, letters, journals, audio recordings of short plays. 	<ul style="list-style-type: none"> • read, for enjoyment, short articles and stories on topics of personal interest; recommend favourite texts to peers • write and perform dialogues related to informal personal interactions • know some distinguishing features; e.g., plot, verse, chapters, sidebars, special effects, of a variety of oral, print and media forms; e.g., stories, situation comedies, documentaries, plays • recreate myths, stories and television programs, orally, visually and in writing. 	<ul style="list-style-type: none"> • read, for enjoyment, an increasing variety of texts; e.g., newspaper editorials, letters, diaries, poems, chapters in textbooks, electronic magazines, simple novels • perform short, dramatic presentations, and write own dramatizations • recognize key characteristics of various forms and genres of oral, print and media texts; e.g., biographies, myths, timelines, laboratory reports, editorials, novels • compose in an increasing variety of forms that have been studied in class; e.g., issue papers, reviews, reports, biographical sketches, journals. 	<ul style="list-style-type: none"> • explain preferences for particular kinds of oral, print and other media texts • participate in rehearsed performances of one act plays • compare the effectiveness of various forms and genres; e.g., textbook and video presentations of science concepts, book and movie versions of a story • choose appropriate forms for oral, print or other media texts, depending on the content, purpose and audience.

Using grammatical concepts; e.g., nouns to name texts (essay, situation comedy, documentary); nouns to name parts of texts (paragraph, sentence, verse); verbs indicating speech (said, state, tell); verbs indicating manner of speech (boast, yell, whimper); verbs indicating thought and learning (discover, remember, realize); adverbs of manner (urgently, softly, fearfully); prepositional phrases (in a deep voice, through the open window, on the mountain top).

SPECIFIC OUTCOMES

General Outcome 4: Students will use spoken and written English to explore, respond to and extend ideas and experiences.

	Level 1	Level 2	Level 3	Level 4	Level 5
Students express and explain personal responses. They:	<ul style="list-style-type: none"> talk about, act out, illustrate favourite or interesting activities 	<ul style="list-style-type: none"> compare similarities and differences between own experiences and those of others; and of characters in oral, print and media texts 	<ul style="list-style-type: none"> compare situations encountered in daily life with those experienced by people in other times, places and cultures, as portrayed in oral, print and media texts 	<ul style="list-style-type: none"> compare own understanding of oral, print and media texts with the understanding of teacher and peers 	<ul style="list-style-type: none"> compare the people, events, settings, ideas and themes in various oral, print or media texts
	<ul style="list-style-type: none"> illustrate stories, poems, historical events and science concepts. 	<ul style="list-style-type: none"> express opinions about characters in literature or people of importance to topics of study. 	<ul style="list-style-type: none"> tell and write personal anecdotes related to events in texts on topics of study. 	<ul style="list-style-type: none"> create written, visual or media presentations, depicting events or concepts in texts on topics of study. 	<ul style="list-style-type: none"> write reviews and make recommendations about a variety of texts; e.g., stories, documentaries, plays, Internet sites, videos, books.

Using grammatical concepts: e.g., verbs indicating speech (ask, recommend, refuse); verb tenses: simple present, simple past, present perfect, past perfect, comparative present continuous, past continuous; comparative adjectives (bigger, smaller, more intelligent); superlative adjectives (biggest, smallest, most intelligent); comparative adverbs (more effectively, more importantly); superlative adverbs (most effectively, most importantly); relationship adverbs (similarly, differently, alternately).

SPECIFIC OUTCOMES

General Outcome 4: Students will use spoken and written English to explore, respond to and extend ideas and experiences.

	Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Students discuss the elements of text structure. They:</i></p> <ul style="list-style-type: none"> recite and retell, orally and in writing, the events in simple stories identify the beginning, middle and end of stories use commonplace vocabulary; e.g., good, bad, happy, to describe people in simple fiction and nonfiction identify the differences in accounts of the same event told by different people. 	<ul style="list-style-type: none"> organize, in chronological order, the events in narratives identify the beginning, middle and end; or the introduction, body and conclusion of oral, print and other media texts discuss the personality traits of characters; identify the ways in which characters interact with one another in stories recognize first and third person narration. 	<ul style="list-style-type: none"> organize the events in narratives to develop a sense of rising action; discuss the ways characters or people change identify passages of fictional narrative in nonfiction texts; e.g., the story of a blood cell, a day in the life of a settler in Fort Macleod describe key people encountered in print and media texts, using specific, concrete language and relevant facts infer information about the narrator in oral, print and other media texts. 	<ul style="list-style-type: none"> identify rising action and climax in print and other media texts; identify types of conflict identify nonchronological organizational structures; e.g., flashbacks, foreshadowing, sidebars, charts infer the motives of people encountered in print and other media texts, and discuss how they might behave under different circumstances recognize omniscient point of view; detect bias in oral, print and other media texts. 	<ul style="list-style-type: none"> discuss rising action and conflict in relation to characters and setting distinguish plot from subplot and explicit from implicit organizational structures in oral, print and other media texts compare the main behaviour traits and values of people in two print or other media texts infer the values of authors, narrators, directors, advertisers, and infer intent and analyze effects of oral, print and other media texts. 	

Using grammatical concepts; e.g., nouns: count, uncount, concrete; subject-verb agreement; stative verbs (be, have, want); verb tenses: simple present, simple past, present progressive, past progressive, simple future; direct speech (He said, "I am going."); indirect speech (He said that he was going.); predicative adjectives (He became ill. I am cold. He is tall.); qualitative adjectives (sad, pretty, wealthy); participial adjectives (increasing, existing, outgoing); clauses introduced by "that" following a reporting verb (He said that he could drive.); clauses introduced by "that" followed by an infinitive (She suggested that to go fishing was a good idea.); adverbs of manner (urgently, softly, fearfully).

SPECIFIC OUTCOMES

General Outcome 4: Students will use spoken and written English to explore, respond to and extend ideas and experiences.

	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Students identify and use figurative language. They:</p> <ul style="list-style-type: none"> • recognize rhyme and rhythm in language • recognize that logos, slogans, signs and pictures symbolize broader meanings • identify moods in oral, print and media texts; e.g., happy, sad, suspenseful. 	<ul style="list-style-type: none"> • identify and use similes to describe people, places, objects and events 	<ul style="list-style-type: none"> • recognize symbols that Canadians associate with particular concepts; e.g., good, evil, joy, sorrow, political movements, social causes 	<ul style="list-style-type: none"> • identify and use similes, metaphors, personification and alliteration; explain figurative language in a variety of texts; e.g., the government fell; the army quashed the rebellion • identify and interpret contextually specific symbols related to characters' experiences; e.g., stormy weather reflecting a character's emotional turmoil 	<ul style="list-style-type: none"> • identify the ways in which people, objects, places and events symbolize abstract concepts, ideas and emotions, and how they enhance meaning • compare the use of symbols in various cultural contexts and topics of study 	<ul style="list-style-type: none"> • understand allusions to different cultural and historical contexts in a variety of texts; e.g., the landscape in art, the Depression in social studies, endangered species in science • discuss ways that symbols create and enhance meaning • develop an understanding of connotation, mood and theme in oral, print and media texts.

Using grammatical concepts; e.g., nouns to label concepts (good, evil, democracy); adjectives to describe mood (suspenseful, humorous, wistful); purpose clauses introduced by subordinating conjunctions (in order to, so that, so); reason clauses introduced by subordinating conjunctions (because, as, since); result clauses introduced by subordinating conjunctions (so that, so); prepositional phrases introduced by: as, like.

SPECIFIC OUTCOMES

General Outcome 4: Students will use spoken and written English to explore, respond to and extend ideas and experiences.

	Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Students choose forms appropriate to topic, purpose and audience. They:</i></p> <ul style="list-style-type: none"> • enhance or change texts for different audiences, e.g., illustrating stories for young people. 	<ul style="list-style-type: none"> • write in specific roles for specified audiences; e.g., pretending to be a member of Jacques Cartier's expedition and writing letters home. 	<ul style="list-style-type: none"> • choose appropriate forms, depending on the audience and purpose; e.g., writing letters to friends in another country comparing the schools of each country, writing brochures describing schools in Canada to new students. 	<ul style="list-style-type: none"> • organize information in oral, print and media texts for specific audiences and purposes; e.g., making media presentations of science experiments for students in another class, or showing food preparation processes for a school open house. 	<ul style="list-style-type: none"> • reorganize and revise a variety of texts for new purposes and audiences; e.g., simplifying the language of historical incidents into children's stories, writing editorials based on scientific articles. 	

Using grammatical concepts; e.g., nouns: count, uncount, singular, plural, proper; determiners (a, an, the); verb tenses: simple past, simple present, present perfect, past perfect, present continuous, past continuous; subject-verb agreement; transitive verbs; prepositions of place (beside, in, by); prepositions of time (at, about, by); adverbs of time (suddenly, then, soon after); time clauses introduced by subordinating conjunctions (when, before, after); concessive clauses introduced by subordinating conjunctions (although, though, while).

FRANÇAIS 10–20–30

The course, Français 10–20–30, has been developed to meet the specific linguistic needs of senior high students registered in a francophone program or school.

This course has a double focus: the development of a functional use of the French language in personal, social and academic settings; as well as the development and enhancement of one's identity and pride as a Francophone living in Alberta. As in any language program, language skill development—listening/viewing, speaking, reading and writing—at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication. A great deal of emphasis is placed on the planning, monitoring and evaluation strategies that students need to use to complete successfully a communication project. The study of French literature—novels, plays, poetry, short stories—allows the students to gain understanding, pride and appreciation for their culture and traditions.

A Grade 12 diploma examination is developed for Français 30.

Specific curricular information and a listing of basic learning resources for each course are contained in the following document prepared by French Language Services of Alberta Learning: *Français 10–20–30, Programme d'études.*

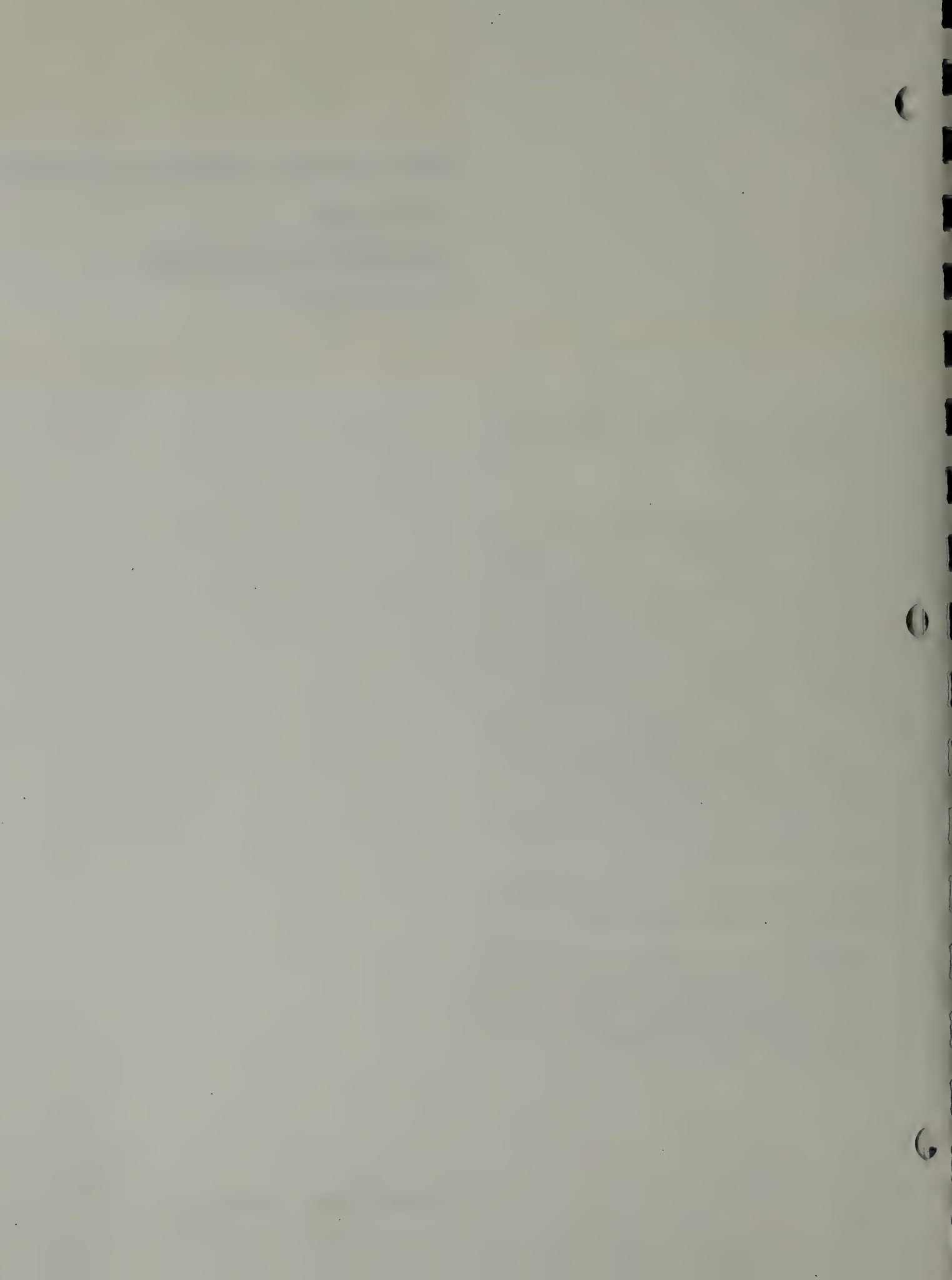
FRENCH LANGUAGE ARTS 10–20–30

This French language arts course has been developed to meet the specific linguistic needs of senior high students registered in a French immersion program.

This course is focused on the development of a functional use of the French language in both social and academic settings. As in any language program, language skill development—listening/viewing, speaking, reading and writing—are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. Grammar and vocabulary acquisition are studied within the context of ensuring clear and appropriate communication. A great deal of emphasis is placed on the planning, monitoring and evaluation strategies that students need to use to complete successfully a communication project. The study of French literature—novels, plays, poetry, short stories—allows the students to gain an understanding of the culture and traditions of French speaking people.

There is no Grade 12 diploma examination developed for French Language Arts 30.

Specific curricular information and basic learning resources for each course are contained in the following document prepared by French Language Services of Alberta Learning: *French Language Arts 10–20–30, Programme d'études*.



UKRAINIAN LANGUAGE ARTS

A. PROGRAM RATIONALE AND PHILOSOPHY

Alberta Education's *Language Education Policy for Alberta*, 1988, recognizes that language is the primary form of human communication. The policy states:

Language is essential to the intellectual development and socialization of children and basic to all learning. Language contributes to personal growth and cultural enrichment. It represents a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. In addition to serving as a source of individual, group and cultural identity, language is the major medium for transmitting knowledge and past achievements and ensuring contact between generations. Languages share many universal features which make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.

This policy states that the Government of Alberta respects the multicultural nature of the province and acknowledges the wishes of parents who belong to a variety of cultural groups. Therefore, Alberta Education provides opportunities for students to learn a variety of languages. The Ukrainian bilingual program provides one such opportunity.

The Ukrainian bilingual program serves the educational needs of native speakers of Ukrainian and the needs of students who speak other languages and wish to learn Ukrainian.

For Ukrainian-speaking children, either born in Canada or abroad, the bilingual program is a means of developing and maintaining their sense of self-worth and strengthening their psychological ties and emotional bonds with their families and their community. The program facilitates their transition from home to the school, especially in the early years.

For children who do not speak Ukrainian, whether they are of Ukrainian background or not, the program provides opportunities for personal development and possibly the economic advantages that language learning can provide. As well, students in bilingual programs receive subtle metalinguistic, academic and intellectual benefits.

Following the government's policy statement in *Secondary Education in Alberta*, 1985, a review was begun of the Ukrainian Language Arts Program for Grades 1 through 12. The purposes of this review included ensuring that the developmental needs of students are being addressed and that there is continuity in the program from elementary school through junior and senior high school. At that time, Alberta Education also noted the need for a basic learning resource to complement the program and make its implementation feasible.

The result of that review and follow-up work is this revised, updated and articulated Ukrainian Language Arts Program of Studies (ECS-Grade 12) and accompanying basic learning resources. The program and resources were developed by Alberta Education. The resources are being published by the Ukrainian community.

PRINCIPLES

The fundamental principles which follow relate to the nature of language, child development and the process of language learning, and provide the theoretical framework for the Ukrainian Language Arts Program.

- The acquisition and development of Ukrainian language arts skills broaden students' views, add new dimensions and flexibility to thinking through exposure to a new cultural experience and value system, and provide a new perception of the world as well as an understanding of multiculturalism in Canada.
- Language is used to explore ideas and experiences, to construct meaning and to communicate our understandings.
- A balanced language arts program promotes students' all-round development (cognitive, affective, psychomotor) and assists them in coping with developmental changes by providing opportunities for social, emotional, moral, intellectual and creative growth.
- A successful Ukrainian Language Arts Program harmoniously reflects the culture of the Ukrainian community, as language and culture are closely interconnected.
- In language use, viewing, listening, speaking, reading and writing are interrelated.
- Students need to acquire the ability to vary their Ukrainian language appropriately when dealing with different people in different situations for different purposes and gain confidence in using Ukrainian in a range of functions and contexts.
- Experience and language are closely interwoven in all learning situations.
- Language expansion, especially oral language development, primarily occurs through active involvement in meaningful situations. The development of language skills, which is tied to the development of cognitive/thinking processes, is facilitated through contextual support and teacher mediation.
- Reading is an interaction between the reader (with his or her experiences, expectations and personal views) and the text. Students' experiences with reading and literature facilitate language acquisition, lead to personal growth and foster a greater appreciation of culture and cultural differences among community members.
- Students' personal responses to what they have read help them relate the context to their own experience and cause them to reflect upon what the selection means to them, in whole or in part.
- Through writing, as through speaking, students can develop, express and share thought, emotion and experience. Through personal writing, the child clarifies his or her own values, and shares them and compares them with those of others. Through personal writing, students further develop thoughts, emotions and experiences obtained through viewing, listening, speaking and reading, and become sensitive to different purposes and audiences in communicating.
- The use of technology in the classroom in practical, purposeful language-learning situations fosters language development and language use.
- Evaluation is an ongoing part of instruction.
- Although the surface aspects of different languages (such as pronunciation and fluency) are clearly separate, there is an underlying cognitive/academic proficiency that is common across languages. This common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related skills across languages. Thus, first and second language skills are interdependent; that is, when skills are developed in one language, they will transfer to another.

B. GENERAL LEARNER EXPECTATIONS

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in Ukrainian language arts.

The expectations for this program are:

1. students will have the ability and desire to read, listen and view for a variety of purposes
2. students will express thoughts and feelings for a variety of purposes and in a variety of situations
3. students will respond to literature and other art forms
4. students will appreciate and participate in Ukrainian culture
5. students will use the language as a medium for cognitive, affective and social learning
6. students will have the knowledge of the language and the skills necessary to interpret and express ideas.

C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations (see charts that follow) expand on each of the general learner expectations. They are explicit statements about what students are expected to achieve. The twenty-four specific expectations identified, with variations for Grades 3, 6, 9 and 12 levels, serve as benchmarks to indicate stages in students' development of their language and cultural proficiency.

To demonstrate growth in proficiency at various grade levels, the expectations are formulated in the context of expanding knowledge, skills and attitudes. The specific expectations show movement from the concrete to the abstract, from controlled activity to spontaneous expression, from teacher direction to self-direction and self-monitoring, from focus on the self to one's peers and society at large.

- effectively individualize instruction to meet the needs of native speakers of Ukrainian and students who are learning Ukrainian as a second language.

REQUIRED/ELECTIVE COMPONENTS

The instructional time for the secondary portion of the Ukrainian Language Arts Program, Grades 7 to 12, is allocated as follows:

- 80% required component
- 20% elective component.

The **required component** of Ukrainian language arts consists of all expectations of the program. All expectations are mandatory for all students.

The **elective component** permits the teacher to:

- remediate or reinforce concepts, skills and attitudes in the required component
- extend or enrich the program by introducing additional concepts, skills and attitudes appropriate to students' interests and their proficiency in Ukrainian language and culture

LEARNER EXPECTATIONS — UKRAINIAN LANGUAGE ARTS (ECS - GRADE 12)

Ukrainian Language Arts General Learner Expectation 1: Students will have the ability and desire to read, listen and view for a variety of purposes.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>
1.1	<ul style="list-style-type: none"> ● obtain information from others and from simple reference materials 	<ul style="list-style-type: none"> ● obtain specific information from teacher-selected sources 	<ul style="list-style-type: none"> ● obtain information from a variety of authentic sources in structured situations 	<ul style="list-style-type: none"> ● independently obtain information from a variety of authentic sources
1.2	<ul style="list-style-type: none"> ● recognize in familiar situations their own opinions and feelings and those of others 	<ul style="list-style-type: none"> ● recognize how one expresses personal feelings, ideas and opinions 	<ul style="list-style-type: none"> ● recognize ideas, opinions and feelings about social issues that are relevant to them 	<ul style="list-style-type: none"> ● understand ideas, opinions and feelings related to current issues
1.3	<ul style="list-style-type: none"> ● recognize persuasive words and phrases in familiar language 	<ul style="list-style-type: none"> ● recognize persuasive messages in language 	<ul style="list-style-type: none"> ● recognize the effectiveness of a message containing persuasive elements 	<ul style="list-style-type: none"> ● understand obvious and subtle persuasive elements in language
1.4	<ul style="list-style-type: none"> ● follow a short series of oral or written directions or simple procedures 	<ul style="list-style-type: none"> ● follow a series of oral or written directions, or a procedure 	<ul style="list-style-type: none"> ● understand written, oral and visual instructions to carry out a complex task, with teacher or peer assistance 	<ul style="list-style-type: none"> ● independently use written instructions and instructional diagrams in following a procedure
1.5	<ul style="list-style-type: none"> ● enjoy the creative elements of language. 	<ul style="list-style-type: none"> ● recognize and enjoy creative or imaginative elements of language. 	<ul style="list-style-type: none"> ● understand how imaginative techniques contribute to effective expression. 	<ul style="list-style-type: none"> ● use imaginative techniques that contribute to effective expression.

Ukrainian Language Arts General Learner Expectation 2: Students will express thoughts and feelings for a variety of purposes and in a variety of situations.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
2.1	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> ● present information of personal interest in the classroom 	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> ● effectively organize and present information of interest to their peers 	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> ● convey information on personal and societal topics in structured situations 	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> ● effectively organize and present to various audiences information of general interest
2.2	<ul style="list-style-type: none"> ● share personal opinions, ideas and feelings 	<ul style="list-style-type: none"> ● share feelings; share and support ideas and opinions 	<ul style="list-style-type: none"> ● reflect upon and share ideas, opinions and feelings about personal and social issues 	<ul style="list-style-type: none"> ● share ideas, feelings and opinions, using appropriate form and tone
2.3	<ul style="list-style-type: none"> ● elicit help or cooperation from others to fulfill personal needs 	<ul style="list-style-type: none"> ● use persuasive elements in language 	<ul style="list-style-type: none"> ● use persuasive elements to suit intent 	<ul style="list-style-type: none"> ● determine issues of relevance to their peers and others and present them, using appropriate persuasive techniques
2.4	<ul style="list-style-type: none"> ● present simple oral directions and procedures 	<ul style="list-style-type: none"> ● present directions and procedures orally and in writing 	<ul style="list-style-type: none"> ● communicate concise instructions in concrete, structured activities 	<ul style="list-style-type: none"> ● independently write or orally present a course of action of relevance to their peers or others
2.5	<ul style="list-style-type: none"> ● use language creatively in structured situations. 	<ul style="list-style-type: none"> ● use teacher-identified techniques to enhance expression. 	<ul style="list-style-type: none"> ● use selected imaginative techniques to contribute to effective expression. 	<ul style="list-style-type: none"> ● use a variety of techniques to enhance expression.

Ukrainian Language Arts General Learner Expectation 3: Students will respond to literature and other art forms.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>
3.1	<ul style="list-style-type: none"> ● respond personally to literature of interest to children 	<ul style="list-style-type: none"> ● respond personally to a variety of literary forms 	<ul style="list-style-type: none"> ● interpret personally and begin to analyze works of art and literature 	<ul style="list-style-type: none"> ● respond critically to a variety of literary forms
3.2	<ul style="list-style-type: none"> ● use literature and other art forms to reflect creatively upon personal experience 	<ul style="list-style-type: none"> ● use literature and other art forms to reflect creatively upon experiences of general interest 	<ul style="list-style-type: none"> ● use literature and other art forms to reflect creatively upon issues and experiences of relevance to themselves and their peers 	<ul style="list-style-type: none"> ● use literature and other art forms to reflect upon issues of universal interest
3.3	<ul style="list-style-type: none"> ● recognize the presence of Ukrainian literature and arts in their immediate environment 	<ul style="list-style-type: none"> ● recognize the presence of Ukrainian literature and arts in Canada 	<ul style="list-style-type: none"> ● recognize the literary and artistic forms that are characteristic of Ukrainian culture 	<ul style="list-style-type: none"> ● recognize the contribution of Ukrainian culture to world literature and the arts
3.4	<ul style="list-style-type: none"> ● know names of some Ukrainian writers and artists. 	<ul style="list-style-type: none"> ● know basic facts about some important Ukrainian writers and artists. 	<ul style="list-style-type: none"> ● recognize that there is a relationship between the lives and times of authors or artists and their works. 	<ul style="list-style-type: none"> ● recognize the characteristic styles of writers or artists.

Ukrainian Language Arts General Learner Expectation 4: Students will appreciate and participate in Ukrainian culture.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>
4.1	<ul style="list-style-type: none"> ● recognize and be sensitive to characteristic cultural features 	<ul style="list-style-type: none"> ● recognize and be sensitive to differences or similarities in cultures 	<ul style="list-style-type: none"> ● identify similarities and differences in world view of Ukrainians and other cultural groups 	<ul style="list-style-type: none"> ● understand the impact of cultural characteristics on society
4.2	<ul style="list-style-type: none"> ● recognize the elements of the lifestyle of Ukrainians in their immediate environment and personal experience 	<ul style="list-style-type: none"> ● recognize the contribution of the lifestyle of Ukrainians to the wider community 	<ul style="list-style-type: none"> ● recognize the contribution of Ukrainian culture to Canadian and Western civilization 	<ul style="list-style-type: none"> ● recognize that cultural diversity is characteristic of all societies
4.3	<ul style="list-style-type: none"> ● exhibit culturally appropriate behaviour in structured situations. 	<ul style="list-style-type: none"> ● independently exhibit culturally appropriate behaviour in familiar situations. 	<ul style="list-style-type: none"> ● know about behaviours appropriate to Ukrainian culture and be able to apply this knowledge beyond the classroom. 	<ul style="list-style-type: none"> ● be able to function and contribute to the life of the cultural community in the Canadian multicultural context.

Ukrainian Language Arts General Learner Expectation 5: Students will use the language as a medium for cognitive, affective and social learning.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>
5.1	<ul style="list-style-type: none"> ● acquire concepts and develop learning strategies in subjects taught in Ukrainian in structured situations 	<ul style="list-style-type: none"> ● practise a variety of learning strategies to acquire concepts in structured situations 	<ul style="list-style-type: none"> ● recognize strategies that they apply to learning 	<ul style="list-style-type: none"> ● consciously choose and use strategies appropriate to the learning situation
5.2	<ul style="list-style-type: none"> ● demonstrate confidence by using the Ukrainian language in structured situations 	<ul style="list-style-type: none"> ● demonstrate confidence by willingly interacting in the Ukrainian language with peers and teachers 	<ul style="list-style-type: none"> ● demonstrate confidence by using the Ukrainian language at school and in the local community 	<ul style="list-style-type: none"> ● demonstrate confidence by taking advantage of opportunities to use the Ukrainian language
5.3	<ul style="list-style-type: none"> ● be aware of the benefits of a bilingual education. 	<ul style="list-style-type: none"> ● demonstrate pride in the uniqueness of their bilingual educational experience. 	<ul style="list-style-type: none"> ● demonstrate a personal understanding of the lifelong value of a bilingual and multicultural education. 	<ul style="list-style-type: none"> ● apply the knowledge and skills gained through bilingual education.

Ukrainian Language Arts General Learner Expectation 6: Students will have the knowledge of the language and the skills necessary to interpret and express ideas.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>	<i>Students are expected to:</i>
6.1	<ul style="list-style-type: none"> express thoughts orally and in writing, using accurate, simple sentences 	<ul style="list-style-type: none"> express accurately thoughts of personal interest, orally or in writing, using simple and complex sentences 	<ul style="list-style-type: none"> use several connected sentences to produce accurately a cohesive discourse 	<ul style="list-style-type: none"> formulate thoughts in extended discourse using a variety of connective devices
6.2	<ul style="list-style-type: none"> use correct word forms and word order to formulate simple messages of personal interest in structured situations 	<ul style="list-style-type: none"> with teacher guidance, use correct word forms and word order to formulate messages of personal interest 	<ul style="list-style-type: none"> monitor effectively, with teacher and peer input, the correctness of word forms and word order 	<ul style="list-style-type: none"> monitor independently the correctness of word forms and word order
6.3	<ul style="list-style-type: none"> understand implicitly the meaning carried by word form, word order and individual words in simple contextualized oral and written statements 	<ul style="list-style-type: none"> use their knowledge of word forms, word order and individual words to understand simple narratives and conversations 	<ul style="list-style-type: none"> use effectively knowledge of word forms, word order and individual words to obtain and verify meaning from a variety of written and oral discourses 	<ul style="list-style-type: none"> independently make effective use of word forms, word order and individual words to obtain and verify meaning while listening to or reading authentic language
6.4	<ul style="list-style-type: none"> use learned vocabulary to convey meaning. 	<ul style="list-style-type: none"> expand vocabulary to convey meaning on topics of personal and general interest. 	<ul style="list-style-type: none"> employ known vocabulary and access needed vocabulary from sources identified by the teacher. 	<ul style="list-style-type: none"> ensure the precision of messages by independently accessing needed vocabulary.

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